CENTRAL AND EASTERN EUROPEAN SCHOOLS ASSOCIATION

CONFFERENCE 2011
18 - 19 MARCH 2011
BUDAPEST, HUNGARY
CENTRAL AND EASTERN EUROPEAN SCHOOLS ASSOCIATION

CONFERENCE 2011

18 - 19 MARCH 2011
BUDAPEST, HUNGARY

Picture on cover page is made by Karl Gray
Central and Eastern European Schools Association

CEESA Office
David M. Cobb, Executive Director
Ingrid Raben, Assistant to the Director
Bob Dunne, Business Manager
David Smith, Webmaster

Office of Overseas Schools Regional Office/Europe
Dr. Keith Miller, Director, Office of Overseas Schools
Mr. David P. Cramer, Regional Education Officer

Executive Committee
Robin Heslip, Chairperson
Eric Sands, Treasurer
Jim Leahy, Secretary
Allen Hughes, Member
David Ottaviano, Member

Board of Directors
Drew Alexander
Arnold Bieber
Robert Brindley
Ellen Deitsch Stern
Don L. Fitzmahan
Tony Gerlicz
Robin Heslip
Bob Hinman
Raymond Holliday-Bersegeay
Allen Hughes
Carol Kluznik
Jim Leahy
Larry Molacek
Viktor Novakovski
David Ottaviano
Eric Sands
Steve Scoble
Michael Tewalthomas
Peter Welch

CEESA
Vocarska 106
10000 Zagreb
Croatia
Tel: +385 1 460 9935
Fax: +385 1 460 9936
Email: office@ceesa.org
Website: www.ceesa.org

What’s Inside

Welcome ................................................. 4
Conference Program ............................... 5
Floor Plan Conference Rooms ............... 6
CEESA Conference Sessions At-A-Glance ......7
Thursday Program Schedule ................. 11
Thursday Pre-Conference Sessions ......... 12
Friday Keynote Address ....................... 15
Friday Program & Workshop Schedule .... 16
Saturday Keynote Address ................... 20
Saturday Program & Workshop Schedule ... 21
Friday’s Institute Information ............... 26
Saturday’s Institute Information ............ 28
Workshop Information ......................... 30
Biographies ............................................ 46
Conference Exhibitors ....................... 52
Special Thanks ..................................... 53
Advertisements ................................... 54
Conference Notes ................................ 62
Welcome to beautiful Budapest. It is hoped you will have time to visit this historic city. Our CEESA City Tour should give you the chance to get a feel for what it offers.

The Budapest team worked long and hard to make you feel welcome and to experience the best this beautiful city has to offer. We, at the CEESA office, worked long and hard to provide the best program possible. The combination should make for an excellent weekend.

Special thanks go to Roger Hove and ISS for sponsoring Tom Guskey’s Friday keynote address and Howie Kravitz and ISI for sponsoring Tim Burns’ Saturday keynote address. Howie Kravitz and ISI are also thanked for, once again, sponsoring the City Tour.

Sincere thanks go out to Daphne Hobson and Lehigh University for sponsoring Friday morning’s coffee break and to Grace Keller and Creative Outdoor Design for sponsoring Saturday morning’s coffee. I know everyone appreciated having coffee available all day long so please stop by and give Daphne and Grace a big “thank you”.

And last but certainly not least special thanks go to John Levy and Integrated Benefits who once again generously supported the conference by sponsoring the conference bags.

Enjoy the weekend and thank you for choosing to join us at the 2011 CEESA Conference here in Budapest. It is hoped you leave with new knowledge, recharged batteries and new friends.
Thursday, 17 March 2011
08:00 – 09:00  Registration for Pre-Conference Participants
09:00 – 15:00  PRE-CONFERENCE INSTITUTES
17:00 – 19:00  Conference Pre-Registration

Friday, 18 March 2011
07:30 – 08:00  Registration
08:00 – 08:30  Opening Remarks
08:30 – 09:30  Keynote I sponsored by International Schools Services Inc. (ISS)
09:30 – 10:00  See Exhibitors during the Coffee break sponsored by Lehigh University, College of Education, Office of International Programs
10:00 – 16:45 Institutes & Workshops Sessions:
10:00 – 11:00  Session 1
11:15 – 12:15  Session 2, Interest Group Meetings
12:15 – 13:15  Lunch (provided by CEESA)
12:15 – 14:15  Session 3
14:30 – 15:30  Session 4
15:45 – 16:45  Session 5
17:30 – 19:00  Reception (Exhibition Area), co-sponsored by The College Board

Saturday, 19 March 2011
08:00 – 08:15  Announcements
08:15 – 09:15  Keynote II sponsored by Insurance Services International (ISI)
09:15 – 09:45  See Exhibitors during the Coffee break sponsored by Creative Outdoor Designs, Inc.
09:45 – 16:30 Institutes & Workshops Sessions:
09:45 – 10:45  Session 6
11:00 – 12:00  Session 7
12:00 – 13:00  Lunch (provided by CEESA)
13:00 – 14:00  Session 8
14:15 – 15:15  Session 9
15:30 – 16:30  Session 10
16:45 – 18:45  City Tour sponsored by Insurance Services International (ISI)
               (Pick up from the Hotel Lobby)
19:15  Meet in the Hotel Lobby to leave for the CEESA Celebration
19:30 – until …  CEESA Celebration

Coffee/tea is available in the Exhibition Area throughout the conference.
Lunch will be provided by CEESA.
A message center will be available at the CEESA registration desk.

PLEASE WEAR YOUR BADGE FOR ALL CONFERENCE EVENTS
THROUGHOUT THE WEEKEND
### THURSDAY’S PRE-CONFERENCE SESSIONS

<table>
<thead>
<tr>
<th>TARGET</th>
<th>INSTITUTE TITLE</th>
<th>Name room</th>
<th>Room nr</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>CIS Accreditation Workshop - The Team Visit - Based On The New 8th Edition Of The CIS &quot;Guide To School Evaluation And Accreditation&quot; – Lesley Stagg</td>
<td>Lánchíd A</td>
<td>5</td>
</tr>
<tr>
<td>All</td>
<td>Build Day At A Site Near Budapest – Laura Ferent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>All</td>
<td>Teaching For Deep Conceptual Understanding: Instructional Strategies That Move Theory Into Practice – Fran Prolman</td>
<td>Lánchíd B</td>
<td>6</td>
</tr>
<tr>
<td>AC/AD</td>
<td>NIAAA’s LTC 501 Athletic Administration: Philosophy, Leadership Organizations And Professional Programs &amp; NIAAA’s LTC 502 Athletic Administration: Principles, Strategies And Methods – Don Bales</td>
<td>Margit A</td>
<td>7</td>
</tr>
</tbody>
</table>

### FRIDAY’S INSTITUTE SESSIONS

<table>
<thead>
<tr>
<th>TARGET</th>
<th>INSTITUTE TITLE</th>
<th>SESSION</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>All / Language Arts</td>
<td>An Introduction To Six Traits Writing – Fred Wolff</td>
<td>3-4-5</td>
<td>5</td>
</tr>
<tr>
<td>All</td>
<td>Student Data And Reflective Practice To Drive Instruction – Fran Prolman</td>
<td>3-4-5</td>
<td>12</td>
</tr>
<tr>
<td>All / Gifted</td>
<td>Program Options For The Gifted Student – Margaret Gilhooley</td>
<td>1-3-4-5</td>
<td>7</td>
</tr>
<tr>
<td>K-5 / Language Arts</td>
<td>Re-Examining The Role Of Guided Reading And Small-Group Instruction – Stephanie Parsons</td>
<td>3-4-5</td>
<td>8</td>
</tr>
<tr>
<td>All</td>
<td>Communicating. So Simple A Cave Man Can Do It? Consider Trying Evolution To Say It Even Better! – Hank Nicols</td>
<td>4-5</td>
<td>6</td>
</tr>
</tbody>
</table>
### SATURDAY’S INSTITUTE SESSIONS

<table>
<thead>
<tr>
<th>TARGET</th>
<th>INSTITUTE TITLE</th>
<th>SESSION</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 3-12 / Language Arts</td>
<td>Creating Strong Nonfiction Writers – Fred Wolff</td>
<td>6-7</td>
<td>5</td>
</tr>
<tr>
<td>All / Language Arts</td>
<td>Six Trait Lesson Ideas For Use in Classrooms – Fred Wolff</td>
<td>8-9-10</td>
<td>5</td>
</tr>
<tr>
<td>All</td>
<td>Facilitating Professional Growth: The Teacher As Reflective Practitioner – Fran Prolman</td>
<td>8-9-10</td>
<td>12</td>
</tr>
<tr>
<td>All / Gifted</td>
<td>Creative And Critical Thinking Strategies – Margaret Gilhooley</td>
<td>8-9-10</td>
<td>7</td>
</tr>
<tr>
<td>K-5 / Language Arts</td>
<td>Teaching Conventions And Making It Stick – Stephanie Parsons</td>
<td>6-7</td>
<td>8</td>
</tr>
<tr>
<td>K-5 / Language Arts</td>
<td>Deepening Comprehension and Engagement Through Read Aloud – Stephanie Parsons</td>
<td>8-9-10</td>
<td>8</td>
</tr>
<tr>
<td>All</td>
<td>Getting Organized! A Matter Of Style! – Susan Baum &amp; Hank Nicols</td>
<td>6-7-8-9</td>
<td>11</td>
</tr>
</tbody>
</table>

### WORKSHOPS SESSIONS

<table>
<thead>
<tr>
<th>TARGET</th>
<th>WORKSHOP TITLE</th>
<th>SESSION</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators &amp; Business Man.</td>
<td>Travel Pricing And Problems – Robert Goodrich</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>All</td>
<td>Effective Strategies For Overseas U.S. Teacher Taxpayers – Jonathan Levy</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>All</td>
<td>Energizing Strategies For Engaged Learning / Part 1 – Tim Burns</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>All</td>
<td>Energizing Strategies For Engaged Learning / Part 2 – Tim Burns</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>All</td>
<td>Evaluation: A Differentiated Approach – Elsa Lamb</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>All</td>
<td>A Financial Plan For Your Future – Jonathan Levy &amp; Justin Reinking</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>All</td>
<td>Improving Student Learning With Standards and Assessments – Thomas Guskey</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>All</td>
<td>It's About Balance: Stress-Hardiness, Resilience and Well-Being for Teachers (and Students, Tool) – Tim Burns (2 hours)</td>
<td>8-9</td>
<td>1</td>
</tr>
<tr>
<td>All</td>
<td>Mapping The World by Heart – David Smith</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>All</td>
<td>Meet the Speaker – Thomas Guskey</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>TARGET</td>
<td>WORKSHOP TITLE</td>
<td>SESSION</td>
<td>ROOM</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>All</td>
<td>Personalizing Learning: 10 Strategies that Awaken the Giant Brain – Elizabeth Haddon</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>All</td>
<td>Where’s The Learning In Service? Connecting Thinking And Action Beyond Classroom – Laura Ferent (2 hours)</td>
<td>4-5</td>
<td>10</td>
</tr>
<tr>
<td>All</td>
<td>Who In The World Is The “Cyberbully”? – Daphne Hobson &amp; Jill Sperandino</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>All Administrators</td>
<td>Tools and Techniques for Administrators – Alan Leis</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>All Administrators &amp; Teachers</td>
<td>Making Your Work Life Happier and More Productive – Alan Leis</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>All Teachers</td>
<td>Making Evaluation (almost) Stress Free - For Teachers – Alan Leis</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>All / AC/AD</td>
<td>Adding Value To Lives – Building Effective Student Leaders – Don Bales</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>All / AC/AD</td>
<td>Outside The Lines And Beyond The Scoreboard – Don Bales</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>All / Language Arts</td>
<td>Remediating Dyslexia: The Wilson Language Program – Vivian Huizinga</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>All / Service Learning</td>
<td>The International Baccalaureate Meets Service Learning: Integration from PYO to CAS – Cathryn Berger Kaye</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>All / Service Learning</td>
<td>Service Learning in International Schools: Presenting the CEESA Project – Cathryn Berger Kaye</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>All / Service Learning</td>
<td>Service Learning That Works – Ligita Stawarz &amp; Tony Gerlicz</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>All / Service Learning</td>
<td>The Teachers Speak: Service Learning as an Effective Process – Cathryn Berger Kaye, Amy McLean &amp; Ligita Stawarz</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>All / Service Learning</td>
<td>The Time is NOW for Service Learning: Real, Relevant, Engaging – Cathryn Berger Kaye &amp; Tony Gerlicz</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>All / Technology</td>
<td>GOOGLE Is Not Just A Verb – Barrie Jo Price &amp; Anna McFadden</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>All / Technology</td>
<td>Making Your Power Point Lectures Live Forever - Without You There! – Barrie Jo Price &amp; Anna McFadden (2 hours)</td>
<td>6-7</td>
<td>12</td>
</tr>
<tr>
<td>All / Technology</td>
<td>Using SAMR To Integrate Technology – Bill MacKenty</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>All / Technology</td>
<td>You and Mini-You: Managing Your Web Presence – Barrie Jo Price &amp; Anna McFadden</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>All / World Language-ESL</td>
<td>Teaching Proficiency through Reading and Storytelling (TPRS): An Exciting Language Learning Method! – Jeremy Willette</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>PK-8</td>
<td>Second Step: Social Emotional Competency - Learning Empathy, Emotion Management, Problem Solving – Art Evidon</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>K-2</td>
<td>Fostering Independence In Lower Primary School Students – Matthew Kallenberg</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>K-3</td>
<td>Session 1: Understanding Morphology: Have You Ever Wondered Why &lt;love&gt; is not Spelt &lt;luv&gt; – Lyn Anderson &amp; Shelley Dyer</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>K-3</td>
<td>Session 2: Understanding Phonology: Did You Know There Are 4 Different Ways to Write the Phoneme /f/ in Writing – Lyn Anderson &amp; Shelley Dyer</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>K-3 / Drama</td>
<td>Using Drama and Reader's Theater in the Classroom – Joseph Herr</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>K-5</td>
<td>A Bag of Tricks - Instructional Strategies to Increase Student Participation and Achievement – Amy McLean &amp; Kristin Moffitt</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-5 / Drama</td>
<td>Get Some Drama In Your Life – Jim Anderson</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>TARGET</td>
<td>WORKSHOP TITLE</td>
<td>SESSION</td>
<td>ROOM</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>K-5 / Language Arts</td>
<td>Beyond the Speller: Best Practices in Working with Words – Emily Stousland</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>K-5 / Language Arts</td>
<td>Getting Better At Conferring With Readers And Writers – Stephanie Parsons</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K-6 / Library</td>
<td>Beyond Sharing the Book: Using Picture Books as Mentor Texts to Engage Students in Effective Reading and Writing – Toni Buzzeo (2 hours)</td>
<td>3-4</td>
<td>14</td>
</tr>
<tr>
<td>K-6 / Library</td>
<td>Reader's Theater in the Classroom and Library: Pathway to Increased Fluency and Comprehension – Toni Buzzeo</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>K-8</td>
<td>Songs and Stories: Literature of the Heart – John Farrell</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>K-12</td>
<td>Expanding Horizons – Blended Learning For The International School – Darby Carr</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>K-12 / Library</td>
<td>Collaborating to Meet Standards: Teacher/Librarian Partnerships to Improve Student Achievement – Toni Buzzeo (2 hours)</td>
<td>8-9</td>
<td>6</td>
</tr>
<tr>
<td>Gr 1-5 / Arts</td>
<td>Integrating Arts into the Curriculum – Ana Maria Cruz &amp; Susie Drake</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Gr 1-5 / Language Arts</td>
<td>Structured Writing For Elementary School – Stacy Stone</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Gr 1-6 / Techn.</td>
<td>Integrating Technology Across the Curriculum – Karl Grey</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Gr 1-8</td>
<td>Teaching with the Mind in Mind: Activities and Strategies that Make a Difference - Draginja Jeftic</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Gr 1-9</td>
<td>Writer’s Workshop – Suzanne Herbert</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Gr 2-8 / Language Arts</td>
<td>Structured Essay Writing For Middle School And Beyond – Kim Alman</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Gr 3-5</td>
<td>Abacus: The Original Calculator – Daniel Browne</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Gr 3-6</td>
<td>How to make Biographies Come to Life! – Kevin Fayarchuk</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Gr 3-6 / Drama</td>
<td>A-B-C-D- Activities of Busy CEESA 'Drama-rians' – Elena Sentevska</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Gr 4-8 / Science</td>
<td>Engaging Science Experiments: Changes in Matter – Kathleen Rutherford</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Gr 4-12</td>
<td>simCEO: Dynamic Simulations And Authentic Assessments – Derek Luebbe</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Gr 4-12 / World Language</td>
<td>Language Activities For The Reluctant and (not so reluctant) Language Learners – Ania Prawdzik</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Gr 5-12</td>
<td>Peer Mediation-Students Helping Students - Art Evidon</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Gr 6-9</td>
<td>Differentiating Instruction using Mastery Learning Practices – Elizabeth Pokorny</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Educate, Engage and Empower your Students with Yearbook! – Tuija Wallgren</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>How to Think Like Leonardo da Vinci – Robert DiYanni</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Mental Magic: Our Body Speaks – Ken Wertz</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Mental Magic: Why the Mental Game? – Ken Wertz</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>
### TARGET

<table>
<thead>
<tr>
<th>SESSION</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

### WORKSHOP TITLE

<table>
<thead>
<tr>
<th>Gr 6-12</th>
<th>Whose norm is it anyway? Norm-Referenced And Criterion-Referenced In Secondary Schools – Arpita Tyagi</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>G 6-12</td>
<td>World Virtual School Project – Neven Soric</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Gr 6-12 / IB</td>
<td>A New Look At The IB Learner Profile – Luiz Mello</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Gr 8-12</td>
<td>Fiction Forward – Tricia Friedman</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Gr 8-12</td>
<td>A Skills Inventory: Play To Your Potential! – Nikolay Hersey</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Gr 9-12</td>
<td>Connecting to TOK – Geoffrey Thomas</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Gr 9-12</td>
<td>Teaching Poetry – Sandie Bartel</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Gr 9-12 / ESL - Language Arts</td>
<td>Using Creative Writing Techniques in ELL and English Classes – Laima Vince Sruoginis</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>CEESA REP</td>
<td>CEESA REP Meeting– David Cobb</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>School &amp; Board Leaders</td>
<td>School Communications In The Age Of Social Media: A New Superintendent Bends The Culture – Dr. Patrick K. Murphy</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

### THURSDAY PROGRAM SCHEDULE

- **07:30**  Departure of Participants for the Habitat For Humanity Build Day (Pick up from the Hotel Lobby)
- **08:00 – 09:00**  Registration for Pre-Conference Participants
- **09:00 – 15:30**  Pre-Conference Sessions
- **12:00 noon**  Lunch
- **17:00 – 19:00**  Conference Pre-Registration
BUILD DAY AT A SITE NEAR BUDAPEST

Laura Ferent, Global Village Manager at Habitat for Humanity International Europe and Central Asia

Target Audience: All

Habitat for Humanity is inviting teachers from CEESA member schools to use the 2011 CEESA Conference pre-conference day building with Habitat for Humanity in Budapest, Hungary. The participants are going to work on a social housing renovation project or on an institutional renovation project.

The participants are going to be involved in plastering and painting walls, painting windows and doors, and possibly putting interior insulation under specialized construction supervision.

Why is Habitat for Humanity in Hungary?
As a former member of the Eastern Bloc, Hungary is grappling with deep scars of communist economic and social policies. Behind the many positive reforms, overcrowded housing without proper sanitation is still the reality for too many low income families in Hungary. According to the Hungarian Central Statistical Office, 1.2 million people live in overcrowded conditions. Single-room apartments are frequently shared by multiple families. Out of the almost 4 million homes in Hungary, more than 400,000 lack a water pipeline. Many homes have no sewage systems, and over 670,000 lack a flush toilet. Habitat for Humanity Hungary started in 1996 and since then it helped more than 850 families in need into simple, decent shelter, building new homes and renovating and repairing houses and apartments.

Program of the day:
7:30 am Transfer to the site;
8:15 am Safety orientation; Tour of the site/ construction orientation;
Build
12:00-12:30 pm Lunch break (on site – sandwiches and salad)
Build
2:45-3:00 pm Coffee break
Build
**CIS ACCREDITATION WORKSHOP - THE TEAM VISIT**

Lesley Stagg has a teaching career spanning of thirty-five years. She has taught from primary aged children to university students, has trained aspiring principals, run an educational consultancy practice and accredited schools for the Council of International Schools for many years before becoming an accreditation officer. She has been head of schools in England, Portugal, the United States, Colombia, Switzerland and the UAE, and has oversee several new school building projects. Lesley has degrees from London and Sussex Universities, a doctorate from the USA and is a Fellow of the College of Preceptors.

**Target Audience:** All

A workshop for the training of CIS Accreditation Visiting Team Members, based on the new and exciting 8th Edition CIS Accreditation Protocol.

This workshop is highly recommended for administrators, teachers, and school business managers who wish to be considered for membership of Visiting Teams for the first time, as well as for experienced visitors who wish to become familiar with the 8th Edition of the accreditation guide. This is a full-day sign-up event and places will be limited.

Prior to the workshop each participant will be sent relevant materials so that preparatory work can be completed. This is a full-day workshop with limited registration.

**NIAAA’S LTC 501 ATHLETIC ADMINISTRATION: PHILOSOPHY, LEADERSHIP ORGANIZATIONS AND PROFESSIONAL PROGRAMS & NIAAA’S LTC 502 ATHLETIC ADMINISTRATION: PRINCIPLES, STRATEGIES AND METHODS**

Donald Bales is a longtime leader in athletic administration at the national level. He served on the NIAAA Board of Directors from 1996 to 1999, including a term as president. He currently serves as chairperson of the NIAAA Leadership Training State Coordinators, chairs the Leadership Training Institute “Quality Program Award”(athletic department assessment process), and co-chairs the LTI new course development. Bales served as the liaison of the Professional Development Committee to the NIAAA board. Bales is a certified Leadership Training Institute course instructor and has been on the Leadership Training Coordinating Committee since 1998.

**Target: AC/ADs**

**LTC 501 Athletic Administration: Philosophy, Leadership Organizations and Professional Programs**

The flagship course of Leadership Training serves as an overview for interscholastic athletic administration. This course introduces the philosophy of educational athletics then focuses on the roles of the NIAAA, the NFHS, the State Athletic/Activity Associations, and the State Athletic Administrator’s Associations. The course also previews the NIAAA Leadership Training and Certification Programs. It is a prerequisite for all levels of certification and includes study materials for the CAA Certification Examination.

**Enrollees who will derive greatest benefit:** Athletic administrators seeking to learn more about educational athletics, national organizations, and those interested in pursuing the certification process.

This course is a recommended prerequisite to all other LTI courses.

**LTC 502 Athletic Administration: Principles, Strategies and Methods**

This course takes a basic approach to the fundamentals and methods of athletic administration and alerts and educates athletic administrators regarding potential problems and possible solutions in areas such as budgets, transportation, and scheduling and parent/student/coach conflicts. The course also touches upon sample athletic/activity program philosophies, department organizational charts, activity procedures/checklist, public relations, coaching applications/assessments and emergency plans.

**Enrollees who will derive greatest benefit:** Inexperienced athletic administrators seeking to define and improve their operational procedures.

This course is required for: RAA, CAA and CMAA Certification

Only students who have registered for the course will be permitted and they must be on time. No course credit can be received if the students are late or if they leave early

**National Interscholastic Athletic Administrators Association (NIAAA)**

The NIAAA is the largest national organization for high school athletic administrators with more than 6,000 individual members. The NIAAA consists of athletic director organizations in the 50 states plus the District of Columbia and provides an efficient system for exchange of ideas between the National Federation of State High School Associations (NFHS) and state athletic administrators organizations as well as individual athletic administrators. The NIAAA, located in Indianapolis, Indiana, strives to preserve the educational nature of interscholastic athletics and the place of these programs in the curricula of schools. The NIAAA is a full and equal partner with the NFHS. For more information, visit the NIAAA Web site at [www.niaaa.org](http://www.niaaa.org).
Fran Prolman, an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development.

Target Audience: All

This practical, kinesthetic, research-based institute offers dozens of instructional strategies to move student thinking toward deep conceptual understanding. This institute answers the following essential understandings:

• How do I plan lessons that move students from rote and recall response to higher level thinking skills that result in deep conceptual understanding and long term retention?
• What “Habits of Mind” do I want to proactively teach my students as I shift my classroom culture to one of deep conceptual understanding?
• How do I expand my repertoire of quality questioning strategies to advance thinking, learning and achievement; to engage all students; to make connections; and to teach students to be question generators?
• How do I make my students’ thinking visible as they expand their strategies for higher level thinking and problem solving?
• How do I use the process of feedback to extend student thinking, self-assessment and reflection?
• What instructional strategies might I consider to foster inquiry, problem-based learning and higher-level thinking?

This institute is grounded philosophically by an even bigger essential question, “How do I create a consistent classroom culture of higher level thinking?”
FRIDAY
KEYNOTE SPEAKER
Time: 08:30 – 09:30
Room: ERZSEBET

Sponsored by International Schools Services (ISS)

Thomas Guskey
“Grading And Reporting Student Learning: Effective Policies And Practices”

Thomas Guskey, PhD, is professor of educational psychology in the College of Education at the University of Kentucky. A graduate of the University of Chicago, he served as director of research and development for Chicago Public Schools and was the first director of the Center for the Improvement of Teaching and Learning, a national research center. Dr. Guskey is the author/editor of numerous books and book chapters, articles, and professional papers on educational measurement, evaluation, assessment, and grading. His work has been honored by numerous organizations, and he has been featured on the National Public Radio programs Talk of the Nation and Morning Edition.

His keynote presentation describes the good, the bad, and the ugly of grading and reporting policies and practices. Stressing the importance of fairness and honesty in grading, a variety of ways to report student learning progress to parents and the community are discussed, including report cards, alternative formats for parent conferences, newsletters, phone calls, and other reporting tools. Designing new reporting structures that better communicate and involve parents in students’ learning will be highlighted, along with policies and practices that should be avoided due to their negative consequences for students, teachers, and schools.
FRIDAY PROGRAM SCHEDULE

✧ 07:30 – 08:00  Registration

✧ 08:00 – 08:30  Opening Remarks in conference room Erzsebet

✧ 08:30 – 09:30  Keynote Speaker sponsored by *International Schools Services (ISS)*

  Thomas Guskey

  “*Grading And Reporting Student Learning: Effective Policies And Practices*”

  conference room Erzsebet

✧ 09:30 – 10:00  See the Exhibitors during the coffee break

  sponsored by *Lehigh University, College of Education, Office of International Programs* in the Conference Lobby

---

FRIDAY WORKSHOP SCHEDULE

✧ 10:00 – 11:00  Session 1

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SPEAKER</th>
<th>TARGET</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energizing Strategies For Engaged Learning / Part 1 <em>(Part 2 is on Saturday, Session 6)</em></td>
<td>Tim Burns</td>
<td>All</td>
<td>1</td>
</tr>
<tr>
<td>A-B-C-D- Activities Of Busy CEESA 'Drama-rians'</td>
<td>Elena Sentevska</td>
<td>Gr 3-6 / Drama</td>
<td>2</td>
</tr>
<tr>
<td>Evaluation: A Differentiated Approach</td>
<td>Elsa Lamb</td>
<td>All</td>
<td>3</td>
</tr>
<tr>
<td>Remediating Dyslexia: The Wilson Language Program</td>
<td>Vivian Huizinga</td>
<td>All / Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Effective Strategies For Overseas U.S. Teacher Taxpayers</td>
<td>Jonathan Levy</td>
<td>All</td>
<td>5</td>
</tr>
<tr>
<td>Peer Mediation-Students Helping Students</td>
<td>Art Evidon</td>
<td>Gr 5-12</td>
<td>6</td>
</tr>
<tr>
<td><strong>INSTITUTE: Program Options For The Gifted Student (1 of 4)</strong></td>
<td>Margaret Gilhooley</td>
<td>All / Gifted</td>
<td>7</td>
</tr>
<tr>
<td>Getting Better At Conferring With Readers And Writers</td>
<td>Stephanie Parsons</td>
<td>K-5 / Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>Adding Value To Lives - Building Effective Student Leaders</td>
<td>Don Bales</td>
<td>All / AC/AD</td>
<td>9</td>
</tr>
<tr>
<td>A Bag Of Tricks - Instructional Strategies To Increase Student Participation And Achievement</td>
<td>Amy McLean &amp; Kristin Moffitt</td>
<td>K-5</td>
<td>10</td>
</tr>
<tr>
<td>The International Baccalaureate Meets Service Learning: Integration From PYO To CAS</td>
<td>Cathy Berger Kaye</td>
<td>All / Service Learning</td>
<td>11</td>
</tr>
<tr>
<td>You And Mini-You: Managing Your Web Presence</td>
<td>Barrie Jo Price &amp; Anna McFadden</td>
<td>All / Technology</td>
<td>12</td>
</tr>
<tr>
<td>Structured Writing For Elementary School</td>
<td>Stacy Stone</td>
<td>Gr 1-5 / Language Arts</td>
<td>13</td>
</tr>
<tr>
<td>Writer's Workshop</td>
<td>Suzanne Herbert</td>
<td>Gr 1-9</td>
<td>14</td>
</tr>
</tbody>
</table>
### FRIDAY WORKSHOP SCHEDULE

#### 11:15 – 12:15  
**Session 2 / Interest Group Meetings**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>ROOM</th>
<th>GROUP</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/School Assistants</td>
<td>1B</td>
<td>Foreign Language</td>
<td>1B</td>
</tr>
<tr>
<td>Art/Music/Drama</td>
<td>2A</td>
<td>Library</td>
<td>2B</td>
</tr>
<tr>
<td>Business Managers</td>
<td>3</td>
<td>Math</td>
<td>4</td>
</tr>
<tr>
<td>Computers/IT</td>
<td>5A</td>
<td>Middle &amp; High School Principals</td>
<td>5B</td>
</tr>
<tr>
<td>Counselors</td>
<td>6A</td>
<td>PreK – K</td>
<td>6B</td>
</tr>
<tr>
<td></td>
<td>7A</td>
<td></td>
<td>7B</td>
</tr>
<tr>
<td>Elementary 1 – 3</td>
<td>8A</td>
<td>Science – Health</td>
<td>8B</td>
</tr>
<tr>
<td>Elementary 4 – 5</td>
<td>9</td>
<td>Social Studies</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>11A</td>
<td>Special Needs</td>
<td>11B</td>
</tr>
<tr>
<td>ESL</td>
<td>12A</td>
<td></td>
<td>12B</td>
</tr>
<tr>
<td>Elementary Principals</td>
<td>13</td>
<td>PYP – MYP – IB</td>
<td>14</td>
</tr>
</tbody>
</table>

#### 13:15 – 14:15  
**Session 3**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SPEAKER</th>
<th>TARGET</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet Today’s Keynote Speaker</td>
<td>Thomas Guskey</td>
<td>All</td>
<td>1</td>
</tr>
<tr>
<td>Tools And Techniques For Administrators</td>
<td>Alan Leis</td>
<td>All Administrators</td>
<td>2</td>
</tr>
<tr>
<td>Differentiating Instruction Using Mastery Learning Practices</td>
<td>Elizabeth Pokorn</td>
<td>Gr 6-9</td>
<td>4</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> An Introduction To Six Traits Writing (1 of 3)</td>
<td>Fred Wolff</td>
<td>All / Language Arts</td>
<td>5</td>
</tr>
<tr>
<td>GOOGLE Is Not Just A Verb</td>
<td>Barrie Jo Price &amp; Anna McFadden</td>
<td>All / Technology</td>
<td>6</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Program Options For The Gifted Student (2 of 4)</td>
<td>Margaret Gilhooley</td>
<td>All / Gifted</td>
<td>7</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Re-Examining The Role Of Guided Reading And Small-Group Instruction (1 of 3)</td>
<td>Stephanie Parsons</td>
<td>K-5 / Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>Mental Magic: Why The Mental Game?</td>
<td>Ken Wertz</td>
<td>Gr 6-12</td>
<td>9</td>
</tr>
<tr>
<td>A Financial Plan For Your Future</td>
<td>Jonathan Levy &amp; Justin Reinking</td>
<td>All</td>
<td>10</td>
</tr>
<tr>
<td>The Time is NOW For Service Learning: Real, Relevant, Engaging</td>
<td>Cathy Berger Kaye &amp; Tony Gerlicz</td>
<td>Gr 9-12 / Service Learning</td>
<td>11</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Student Data And Reflective Practice To Drive Instruction (1 of 3)</td>
<td>Fran Prolman</td>
<td>All</td>
<td>12</td>
</tr>
<tr>
<td>Integrating Arts Into The Curriculum</td>
<td>Ana Maria Cruz &amp; Susie Drake</td>
<td>Gr 1-5 / Arts</td>
<td>13</td>
</tr>
<tr>
<td>Beyond Sharing The Book: Using Picture Books As Mentor Texts To Engage Students In Effective Reading And Writing (1 of 2)</td>
<td>Toni Buzzeo</td>
<td>K-6 / Library</td>
<td>14</td>
</tr>
</tbody>
</table>
**FRIDAY WORKSHOP SCHEDULE**

**14:30 – 15:30**  
**Session 4**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SPEAKER</th>
<th>TARGET</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who In The World Is The &quot;Cyberbully&quot;?</td>
<td>Daphne Hobson &amp; Jill Sperandino</td>
<td>All</td>
<td>1</td>
</tr>
<tr>
<td>Engaging Science Experiments: Changes In Matter</td>
<td>Kathleen Rutherford</td>
<td>Gr 4-8 / Science</td>
<td>3</td>
</tr>
<tr>
<td>Educate, Engage And Empower Your Students With Yearbook!</td>
<td>Tuija Wallgren</td>
<td>Gr 6-12</td>
<td>4</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> An Introduction To Six Traits Writing (2 of 3)</td>
<td>Fred Wolff</td>
<td>All / Language Arts</td>
<td>5</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Communicating. So Simple A cave Man Can Do It?</td>
<td>Hank Nicols</td>
<td>All</td>
<td>6</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Communicating. So Simple A cave Man Can Do It?</td>
<td><strong>SPONSORED BY Buffalo State, SUNY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider Trying Evolution To Say It Even Better! (1 of 2)</td>
<td>Margaret Gilhooley</td>
<td>All / Gifted</td>
<td>7</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Program Options For The Gifted Student (3 of 4)</td>
<td><strong>INSTITUTE:</strong> Re-Examining The Role Of Guided Reading And Small-Group Instruction (2 of 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Communicating. So Simple A cave Man Can Do It?</td>
<td><strong>SPONSORED BY Buffalo State, SUNY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside The Lines And Beyond The Scoreboard</td>
<td>Don Bales</td>
<td>All / AC/AD</td>
<td>9</td>
</tr>
<tr>
<td>Where's The Learning In Service? Connecting Thinking And Action Beyond Classroom (1 of 2)</td>
<td>Laura Ferent</td>
<td>All</td>
<td>10</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> The Alphabet Kids: Gifted? LD? ADHD? Asperger Syndrome? And More… (1 of 2)</td>
<td><strong>INSTITUTE:</strong> Student Data And Reflective Practice To Drive Instruction (2 of 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> The Alphabet Kids: Gifted? LD? ADHD? Asperger Syndrome? And More… (1 of 2)</td>
<td><strong>INSTITUTE:</strong> Student Data And Reflective Practice To Drive Instruction (2 of 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPONSORED BY Buffalo State, SUNY</strong></td>
<td><strong>SPONSORED BY Buffalo State, SUNY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond The Speller: Best Practices In Working With Words</td>
<td>Emily Stousland</td>
<td>K-5 / Language Arts</td>
<td>13</td>
</tr>
<tr>
<td>Beyond Sharing The Book: Using Picture Books As Mentor Texts To Engage Students In Effective Reading And Writing (2 of 2)</td>
<td>Toni Buzzeo</td>
<td>K-6 / Library</td>
<td>14</td>
</tr>
</tbody>
</table>
### FRIDAY WORKSHOP SCHEDULE

#### 15:45 – 16:45  
**Session 5**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SPEAKER</th>
<th>TARGET</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Student Learning With Standards And Assessments</td>
<td>Thomas Guskey</td>
<td>All</td>
<td>1</td>
</tr>
<tr>
<td>Travel Pricing And Problems</td>
<td>Robert Goodrich</td>
<td>Administrators &amp; Business Managers</td>
<td>2</td>
</tr>
<tr>
<td>Understanding Morphology: Have You Ever Wondered Why &lt;love&gt; Is Not Spelt &lt;luv&gt;</td>
<td>Lyn Anderson &amp; Shelley Dyer</td>
<td>K-3</td>
<td>3</td>
</tr>
<tr>
<td>Structured Essay Writing For Middle School And Beyond</td>
<td>Kim Alman</td>
<td>Gr 2-8 / Language Arts</td>
<td>4</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> An Introduction To Six Traits Writing (3 of 3)</td>
<td>Fred Wolff</td>
<td>All / Language Arts</td>
<td>5</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Communicating. So Simple A Cave Man Can Do It? Consider Trying Evolution To Say It Even Better! (2 of 2) <strong>SPONSORED BY Buffalo State, SUNY</strong></td>
<td>Hank Nicols</td>
<td>All</td>
<td>6</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Program Options For The Gifted Student (4 of 4)</td>
<td>Margaret Gilhooley</td>
<td>All / Gifted</td>
<td>7</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Re-Examining The Role Of Guided Reading And Small-Group Instruction (3 of 3)</td>
<td>Stephanie Parsons</td>
<td>K-5 / Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>Mental Magic: Our Body Speaks</td>
<td>Ken Wertz</td>
<td>Gr 6-12</td>
<td>9</td>
</tr>
<tr>
<td>Where’s The Learning In Service? Connecting Thinking And Action Beyond Classroom (2 of 2)</td>
<td>Laura Ferent</td>
<td>All</td>
<td>10</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> The Alphabet Kids: Gifted? LD? ADHD? Asperger Syndrome? And More… (2 of 2) <strong>SPONSORED BY Buffalo State, SUNY</strong></td>
<td>Susan Baum</td>
<td>All / Special Needs</td>
<td>11</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Student Data And Reflective Practice To Drive Instruction (3 of 3)</td>
<td>Fran Prolman</td>
<td>All</td>
<td>12</td>
</tr>
<tr>
<td>Using Drama And Reader’s Theater In the Classroom</td>
<td>Joseph Herr</td>
<td>K-3 / Drama</td>
<td>13</td>
</tr>
<tr>
<td>Connecting To TOK</td>
<td>Geoffrey Thomas</td>
<td>Gr 9-12</td>
<td>14</td>
</tr>
</tbody>
</table>

#### 17:30 – 19:00  
Reception co-sponsored by *The College Board*  
(In the Exhibition Area)

#### 19:00 – 20:30  
AIS-Budapest’s teachers taking you out for dinner in their favorite restaurant.  
(Optional / sign up sheets at CEESA Desk on Friday morning)  
(meet in the hotel lobby at 19:00)
Tim Burns is an educator and author whose background includes over thirty years of experience as high school teacher, counselor, First Offender Program facilitator, adolescent and family drug-treatment program director, university instructor, and professional development specialist. He taught for four years as a member of the Alcohol and Drug Abuse Studies Institute faculty at the University of New Mexico, while serving as program director at St. Vincent Hospital Family Recovery Center in Santa Fe, New Mexico. Since 1986, he has taught graduate and undergraduate courses for the Division of Extended Studies, Adams State College, Alamosa, Colorado.

His keynote session is about one of the biggest challenges that career educators face which is that of balancing the demands of schooling (all things institutional, which both support and interfere with real learning) and the need to truly educate (from the Latin word, educare, to draw forth). The inability or unwillingness to stand in balance between these two persistent forces may well be the most significant element in educator stress and burn-out. Acknowledgement of this dilemma sets the stage for this presentation, after which we will explore the educational implications of research inquiries into the brain-mind interface, the role of spirituality in education, and the intelligence of the heart.
SATURDAY PROGRAM SCHEDULE

- 08:00 – 08:15  Announcements in conference room Erzsebet
- 08:15 – 09:15  Keynote Speaker sponsored by Insurance Services International (ISI)
  
  Tim Burns
  “Teaching With The Brain In Mind: Integrating Brain, Mind, And Heart Intelligences For Engaged, Enhanced Learning”
  conference room Erzsebet
- 09:15 – 09:45  See the Exhibitors during the coffee break in the Conference Lobby

SATURDAY WORKSHOP SCHEDULE

- 09:45 – 10:45  Session 6

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SPEAKER</th>
<th>TARGET</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energizing Strategies For Engaged Learning / Part 2 (Part 1 is on Friday, Session 1)</td>
<td>Tim Burns</td>
<td>All</td>
<td>1</td>
</tr>
<tr>
<td>Whose Norm Is It Anyway? Norm-Referenced And Criterion-Referenced In Secondary Schools</td>
<td>Arpita Tyagi</td>
<td>Gr 6-12</td>
<td>2</td>
</tr>
<tr>
<td>Get Some Drama In Your Life</td>
<td>Jim Anderson</td>
<td>K-5 / Drama</td>
<td>3</td>
</tr>
<tr>
<td>A Skills Inventory: Play To Your Potential</td>
<td>Nick Hersey</td>
<td>Gr 8-12</td>
<td>4</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Creating Strong Nonfiction Writers (1 of 2)</td>
<td>Fred Wolff</td>
<td>Grade 3-12 / Language Arts</td>
<td>5</td>
</tr>
<tr>
<td>Second Step: Social Emotional Competency - Learning Empathy, Emotion Management, Problem Solving</td>
<td>Art Evidon</td>
<td>PK-8</td>
<td>6</td>
</tr>
<tr>
<td>Abacus: The Original Calculator</td>
<td>Daniel Browne</td>
<td>Gr 3-5</td>
<td>7</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Teaching Conventions And Making It Stick (1 of 2)</td>
<td>Stephanie Parsons</td>
<td>K-5 / Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>Reader's Theater In The Classroom And Library: Pathway To Increased Fluency And Comprehension</td>
<td>Toni Buzzeo</td>
<td>K-6 / Library</td>
<td>9</td>
</tr>
<tr>
<td>Fiction Forward</td>
<td>Tricia Friedman</td>
<td>Gr 8-12</td>
<td>10</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Getting Organized! A Matter Of Style! (1 of 4)</td>
<td>Susan Baum &amp; Hank Nicols</td>
<td>All</td>
<td>11</td>
</tr>
<tr>
<td><strong>SPONSORED BY</strong> Buffalo State, SUNY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Your Power Point Lectures Live Forever - Without You There! (1 of 2)</td>
<td>Barrie Jo Price &amp; Anna McFadden</td>
<td>All / Technology</td>
<td>12</td>
</tr>
<tr>
<td>Fostering Independence In Lower Primary School Students</td>
<td>Matthew Kallenberg</td>
<td>K-2</td>
<td>13</td>
</tr>
<tr>
<td>Service Learning That Works</td>
<td>Ligita Stawarz &amp; Tony Gerlicz</td>
<td>All / Service Learning</td>
<td>14</td>
</tr>
</tbody>
</table>
### SATURDAY WORKSHOP SCHEDULE

**11:00 – 12:00**

#### Session 7

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SPEAKER</th>
<th>TARGET</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Proficiency Through Reading And Storytelling (TPRS): An Exciting Language Learning Method!</td>
<td>Jeremy Willette</td>
<td>All / World Language – ESL</td>
<td>1</td>
</tr>
<tr>
<td>Making Evaluation (Almost) Stress Free - For Teachers</td>
<td>Alan Leis</td>
<td>All Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Understanding Phonology: Did You Know There Are 4 Different Ways To Write The Phoneme /f/ In Writing</td>
<td>Lyn Anderson &amp; Shelley Dyer</td>
<td>K-3</td>
<td>3</td>
</tr>
<tr>
<td>A New Look At The IB Learner Profile</td>
<td>Luiz Mello</td>
<td>Gr 6-12 / IB</td>
<td>4</td>
</tr>
<tr>
<td><strong>INSTITUTE: Creating Strong Nonfiction Writers (2 of 2)</strong></td>
<td>Fred Wolff</td>
<td>Grade 3-12 / Language Arts</td>
<td>5</td>
</tr>
<tr>
<td>Personalizing Learning: 10 Strategies That Awaken The Giant Brain</td>
<td>Elizabeth Haddon</td>
<td>All</td>
<td>6</td>
</tr>
<tr>
<td>School Communications In The Age Of Social Media: A New Superintendent Bends The Culture</td>
<td>Dr. Patrick K. Murphy</td>
<td>School &amp; Board Leaders</td>
<td>7</td>
</tr>
<tr>
<td><strong>INSTITUTE: Teaching Conventions And Making It Stick (2 of 2)</strong></td>
<td>Stephanie Parsons</td>
<td>K-5 / Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>The Teachers Speak: Service Learning As An Effective Process</td>
<td>Cathy Berger Kaye &amp; Amy McLean &amp; Ligita Stawarz</td>
<td>Gr 9-12 / Service Learning</td>
<td>9</td>
</tr>
<tr>
<td>Songs And Stories: Literature Of The Heart</td>
<td>John Farrell</td>
<td>K-8</td>
<td>10</td>
</tr>
<tr>
<td><strong>INSTITUTE: Getting Organized! A Matter Of Style! (2 of 4)</strong></td>
<td>Susan Baum &amp; Hank Nicols</td>
<td>All</td>
<td>11</td>
</tr>
<tr>
<td><strong>SPONSORED BY Buffalo State, SUNY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Your Power Point Lectures Live Forever - Without You There! (2 of 2)</td>
<td>Barrie Jo Price &amp; Anna McFadden</td>
<td>All / Technology</td>
<td>12</td>
</tr>
<tr>
<td>How To Make Biographies Come to Life!</td>
<td>Kevin Fayarchuk</td>
<td>Gr 3-6</td>
<td>13</td>
</tr>
<tr>
<td>Teaching With The Mind In Mind: Activities And Strategies That Make A Difference</td>
<td>Jeftic Draginja</td>
<td>Gr 1-8</td>
<td>14</td>
</tr>
</tbody>
</table>
### SATURDAY WORKSHOP SCHEDULE

**Session 8**

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th><strong>13:00 – 14:00</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>SPEAKER</strong></td>
</tr>
<tr>
<td>It's About Balance (1 of 2)</td>
<td>Tim Burns</td>
</tr>
<tr>
<td>Using SAMR To Integrate Technology</td>
<td>Bill MacKenty</td>
</tr>
<tr>
<td>World Virtual School Project</td>
<td>Neven Soric</td>
</tr>
<tr>
<td>CEESA Rep Meeting</td>
<td>David Cobb</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Six Trait Lesson Ideas for Use In Classrooms (1 of 3)</td>
<td>Fred Wolff</td>
</tr>
<tr>
<td>Collaborating To Meet Standards: Teacher/Librarian Partnerships To Improve Student Achievement (1 of 2)</td>
<td>Toni Buzzeo</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Creative And Critical Thinking Strategies (1 of 3)</td>
<td>Margaret Gilhooley</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Deepening Comprehension And Engagement Through Read Aloud (1 of 3)</td>
<td>Stephanie Parsons</td>
</tr>
<tr>
<td>How To Think Like Leonardo da Vinci</td>
<td>Robert DiYanni</td>
</tr>
<tr>
<td>Mapping The World By Heart</td>
<td>David Smith</td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Getting Organized! A Matter Of Style! (3 of 4)</td>
<td>Susan Baum &amp; Hank Nicols</td>
</tr>
<tr>
<td><strong>SPONSORED BY Buffalo State, SUNY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>INSTITUTE:</strong> Facilitating Professional Growth: The Teacher As Reflective Practitioner (1 of 3)</td>
<td>Fran Prolman</td>
</tr>
<tr>
<td>Language Activities For Reluctant (And Not So Reluctant) World Language Learners</td>
<td>Ania Prawdzik</td>
</tr>
<tr>
<td>Teaching Poetry</td>
<td>Sandie Bartel</td>
</tr>
</tbody>
</table>
### SATURDAY WORKSHOP SCHEDULE

#### 14:15 – 15:15  
**Session 9**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SPEAKER</th>
<th>TARGET</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's About Balance (2 of 2)</td>
<td>Tim Burns</td>
<td>All</td>
<td>1</td>
</tr>
<tr>
<td>Making Your Work Life Happier And More Productive</td>
<td>Alan Leis</td>
<td>All Administrators &amp; Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Using Creative Writing Techniques In ELL And English Classes</td>
<td>Laima Vince Sruoginis</td>
<td>Gr 9-12 / ESL-Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>simCEO: Dynamic Simulations And Authentic Assessments</td>
<td>Derek Luebbe</td>
<td>Gr 4-12</td>
<td>4</td>
</tr>
<tr>
<td>INSTITUTE: Six Trait Lesson Ideas For Use In Classrooms (2 of 2)</td>
<td>Fred Wolff</td>
<td>All / Language Arts</td>
<td>5</td>
</tr>
<tr>
<td>Collaborating To Meet Standards: Teacher/Librarian Partnerships To Improve Student Achievement (2 of 2)</td>
<td>Toni Buzzeo</td>
<td>K-12 / Library</td>
<td>6</td>
</tr>
<tr>
<td>INSTITUTE: Creative And Critical Thinking Strategies (2 of 3)</td>
<td>Margaret Gilhooley</td>
<td>All / Gifted</td>
<td>7</td>
</tr>
<tr>
<td>INSTITUTE: Deepening Comprehension And Engagement Through Read Aloud (2 of 3)</td>
<td>Stephanie Parsons</td>
<td>K-5 / Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>Service Learning In International Schools: Presenting The CEESA Project</td>
<td>Cathy Berger Kaye</td>
<td>Gr 9-12 / Service Learning</td>
<td>9</td>
</tr>
<tr>
<td>Integrating Technology Across The Curriculum</td>
<td>Karl Gray</td>
<td>Gr 1-6 / Technology</td>
<td>10</td>
</tr>
<tr>
<td>INSTITUTE: Getting Organized! A Matter Of Style! (4 of 4) SPONSORED BY Buffalo State, SUNY</td>
<td>Susan Baum &amp; Hank Nicols</td>
<td>All</td>
<td>11</td>
</tr>
<tr>
<td>INSTITUTE: Facilitating Professional Growth: The Teacher As Reflective Practitioner (2 of 3)</td>
<td>Fran Prolman</td>
<td>All</td>
<td>12</td>
</tr>
</tbody>
</table>

#### 15:30 – 16:30  
**Session 10**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SPEAKER</th>
<th>TARGET</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTE: Six Trait Lesson Ideas For Use In Classrooms (3 of 3)</td>
<td>Fred Wolff</td>
<td>All / Language Arts</td>
<td>5</td>
</tr>
<tr>
<td>INSTITUTE: Creative And Critical Thinking Strategies (3 of 3)</td>
<td>Margaret Gilhooley</td>
<td>All / Gifted</td>
<td>7</td>
</tr>
<tr>
<td>INSTITUTE: Deepening Comprehension And Engagement Through Read Aloud (3 of 3)</td>
<td>Stephanie Parsons</td>
<td>K-5 / Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>Expanding Horizons – Blended Learning For The International School</td>
<td>Darby Carr</td>
<td>K-12</td>
<td>9</td>
</tr>
<tr>
<td>INSTITUTE: Facilitating Professional Growth: The Teacher As Reflective Practitioner (3 of 3)</td>
<td>Fran Prolman</td>
<td>All</td>
<td>12</td>
</tr>
</tbody>
</table>
SATURDAY PROGRAM SCHEDULE

✧ 16:45 – 18:45 City Tours sponsored by
   Insurance Services International (ISI)
   
   Five options:
   1) Castle Tour (by bus)
   2) Visit of the American School of Budapest (by bus)
   3) Heroes' Square Tour (by metro/walking tour)
   4) Downtown Walking Tour
   5) Shopping tour (on your own, no guide)
   (Sign-up sheets at CEESA Desk on Saturday morning until 12h00 noon)
   (Meeting point City Tours is in the Hotel Lobby)

✧ 19:15 Departure 10 minutes walk to CEESA Celebration Boat
   (Meet in the Hotel Lobby)

✧ 19:30 CEESA Celebration
   The boat will return to the dock near the hotel at 22:00, but those wishing to continue celebrating, can do so until 23:30.

**SPONSORED BY Buffalo State, SUNY**

*Susan Baum, Ph.D.,* is co-director of the International Center for Talent Development, Director of Professional Development at Bridges Academy, a school for twice-exceptional students, and academic coordinator for SUNY Buffalo State College Masters Program for International Educators. She is the 2010 recipient of the Life Time Achievement Award granted by the Weinfeld Group, for her contributions to the field of the education of twice-exceptional learners.

**Target Audience:** All / Special Needs

This institute will focus on bright students who have learning, attention, or social issues. Often called Twice Exceptional, these complex gifted learners have unique needs and require dual differentiation. Through discussion, case studies, and sample activities you will understand how to optimize their productivity through talent development and strength-based approaches.

COMMUNICATING. SO SIMPLE A CAVE MAN CAN DO IT? CONSIDER TRYING EVOLUTION TO SAY IT EVEN BETTER.

**SPONSORED BY Buffalo State, SUNY**

*Henry J. (Hank) Nicols* is a former high school Social Studies teacher, Military Police Officer, Police Officer, Hostage Negotiator, Police Chief, hospital director. Hank is an adjunct professor for Buffalo State, SUNY, in their International Graduate Program For Educators. He travels and consults extensively for international schools around the world. His workshops focus on differentiated instruction, emotional intelligence, stress and time management, communications, and violence intervention.

**Target Audience:** All

Nearly seven million years evolution has changed human physical ability and appearance, but what about human communication? Have you evolved, or do you still talk like a Neanderthal? Using what we now know and understand about the human brain we will learn to apply new strategies to be able to communicate more clearly. From implicit understandings, left brain, right brain, listening and telling, we can do it better then ever! What does the latest brain research teach us and how can we use those brain-based understandings to *Say It Better?* Come evolve!

AN INTRODUCTION TO SIX TRAITS WRITING

**SESSION 3-4-5**

*Fred Wolff* spent nineteen of his twenty-four years in education as a classroom teacher, working with students in grades 5-12. For five years, he worked as a district curriculum coordinator. Most recently, he wrote and co-produced the hour long PBS aired documentary *Telling Their Stories*, a compelling examination of Holocaust survivors living in his home state of New Hampshire

**Target Audience:** All / Language Arts

The National Commission on Writing (2004) reported that, "Writing is a ‘threshold skill’ for both employment and promotion, particularly for salaried employees. Half the responding companies report that they take writing into consideration when hiring professional employees. In most cases, writing ability could be your ticket in . . . or it could be your ticket out.” Teachers work tirelessly to improve students’ writing often without seeing many positive results. Perhaps part of the problem lies in that most teachers never were provided a course in college on how to teach writing! The Six Traits model (sometimes referred to as 6+1) provides teachers with a structure for teaching writing that is not formulaic or predictable. The Six Traits model, following all good instructional practices, breaks writing into its components and allows teachers and students to focus on one element at a time, developing proficiency in that element . The Traits provide three key elements to our writing instruction: a common language with which to discuss writing; reasonably consistent and reasonably objective expectations that define levels of quality; and a gateway into revision. This session will introduce teachers to the Traits model and explore the foundation trait of Ideas.
PROGRAM OPTIONS FOR THE GIFTED STUDENT  (Session 1-3-4-5)

Margaret Blaiotta Gilhooley is the supervisor of Gifted Services for Arlington Public Schools, Arlington. Her endorsement coursework in gifted education and K-12 educational leadership is from the University of Virginia. For 14 years, her career has focused on the education of gifted students.

Target Audience: All / Gifted

How does one design a program for the gifted student? Differentiation is the basis of all good instruction, including instruction for high ability and high achieving students. This workshop will provide an overview of differentiation and will focus on how a school leader would set up services for the school’s most advanced students. Topics that will be discussed include basic services for gifted students, differentiation in the regular classroom, and flexible grouping. The workshop is geared toward school leaders such as building administrators, team leaders, or department chairs.

RE-EXAMINING THE ROLE OF GUIDED READING AND SMALL-GROUP INSTRUCTION  (Session 3-4-5)

Stephanie Parsons is a graduate of Yale and Columbia University’s Teachers College. In the last dozen years she has been a teacher, a staff developer, a consultant, and a coach. She currently works with teachers across the country and at home in Brooklyn, New York.

Target Audience: K-5 / Language Arts

Many teachers see Guided Reading and Independent Reading Workshop as mutually exclusive structures for teaching reading. This session for K-5 teachers will offer strategies for scheduling, planning and implementing small group teaching within a Reading Workshop. We will look at new ways to employ Guided Reading, and introduce other ways of using small group instruction to meet the needs of a diverse group of readers.

STUDENT DATA AND REFLECTIVE PRACTICE TO DRIVE INSTRUCTION  (Session 3-4-5)

Fran Prolman, an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development.

Target Audience: All

Please join this practical, hands-on three hour institute which focuses on three essential questions:

- How do I expand my data skills beyond standardized test scores?
- How do I use data as a way to expand my reflective practice?
- How do I connect reflective practice and data analysis to improve student achievement for all students?

This institute will highlight the skills of error and criteria analysis, looking at student work, and for expanding daily reflective practice for immediate application in your classrooms and total school communities. Participants will participate in the protocols and strategies to increase their data and reflective practice skill sets.
CREATING STRONG NONFICTION WRITERS (Session 6-7)
Fred Wolff spent nineteen of his twenty-four years in education as a classroom teacher, working with students in grades 5-12. For five years, he worked as a district curriculum coordinator. Most recently, he wrote and co-produced the hour long PBS aired documentary Telling Their Stories, a compelling examination of Holocaust survivors living in his home state of New Hampshire.

Target Audience: Grade 3-12 / Language Arts

Too often our students’ nonfiction writing is either plagiarized or sounds like an encyclopedia or textbook. Why is that? Why do students have such a difficult time with nonfiction writing, even when their fiction work might be reasonably strong? Once students leave school, the majority of the writing they will create will be nonfiction; thus, the importance of helping students craft nonfiction writing that is informative, innovative, and engaging is crucial to their future success. This session will explore why students struggle with nonfiction writing and steps we can take to develop stronger nonfiction writers. We will focus heavily on writing in the content areas, providing guidance to those who teach subjects other than English.

CREATIVE AND CRITICAL THINKING STRATEGIES (Session 8-9-10)
Margaret Blaiotta Gilhooley is the supervisor of Gifted Services for Arlington Public Schools, Arlington. Her endorsement coursework in gifted education and K-12 educational leadership is from the University of Virginia. For 14 years, her career has focused on the education of gifted students.

Target Audience: All / Gifted

Today’s students will need to demonstrate 21st century skills – including analytical thinking - in order to be competitive in our global economy. This workshop will focus on how the classroom teacher can infuse creative and critical thinking strategies into the classroom. Participants will be asked to put on their thinking hats and experiment with a variety of creative and critical thinking strategies that can be integrated into any type of content lesson. As there will be time to generate ideas for how to use the strategies in the classroom, teachers are encouraged to bring a lesson to the workshop.

DEEPENING COMPREHENSION AND ENGAGEMENT THROUGH READ ALOUD (Session 8-9-10)
Stephanie Parsons is a graduate of Yale and Columbia University’s Teachers College. In the last dozen years she has been a teacher, a staff developer, a consultant, and a coach. She currently works with teachers across the country and at home in Brooklyn, New York.

Target Audience: K-5 / Language Arts

This workshop for K-5 teachers will address the issue of children who may have high decoding skills, but who lack the comprehension to match the levels of texts they read. We will better define the kind of high quality reading we want our students to engage in, then outline strategies for helping children acquire these skills in the highly supported setting of read aloud.

FACILITATING PROFESSIONAL GROWTH: THE TEACHER AS REFLECTIVE PRACTITIONER (Session 8-9-10)
Fran Prolman, an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development.

Target Audience: All

This practical 3-hour institute will highlight and model strategies that promote educators as reflective practitioners. Many models and templates will be shared for immediate use to foster reflective practice individually, in pairs, within teams, and for a total school faculty. Strategies include portfolio development and analysis, personal investigation, goal setting based on data, reflective questions, cognitive coaching conferences, and action research projects. Incorporation of these models and strategies will raise participants’ levels of professional growth and reflective thought.
GETTING ORGANIZED! A MATTER OF STYLE! (Session 6-7-8-9)

SPONSORED BY Buffalo State, SUNY

Susan Baum, Ph.D. is co-director of the International Center for Talent Development, Director of Professional Development at Bridges Academy, a school for twice exceptional students, and academic coordinator for SUNY Buffalo State College Masters Program for International Educators. She is the 2010 recipient of the Life Time Achievement Award granted by the Weinfeld Group, for her contributions to the field of the education of twice-exceptional learners.

Henry J. (Hank) Nicols is a former high school Social Studies teacher, Military Police Officer, Police Officer, Hostage Negotiator, Police Chief, hospital director. Hank is an adjunct professor for Buffalo State, SUNY, in their International Graduate Program For Educators. He travels and consults extensively for international schools around the world. His workshops focus on differentiated instruction, emotional intelligence, stress and time management, communications, and violence intervention.

Target Audience: All

For some people, like Hank, organization seems like a simple set of black and white rules. However, for other people like Susan who are extremely creative, organization can seem more stressful. If we don’t understand how our own individual brains work, getting organized can be chaotic and stressful for both practical managers and for creative problem solvers.

In this institute we will talk about different personality styles and how one’s individual style provides important clues about the best way to get maximum productivity while supporting your own style. Practical suggestions for both students and adults will be explored in this dynamic, humorous approach to getting organized, and you will leave more productive than ever before!

SIX TRAIT LESSON IDEAS FOR USE IN CLASSROOMS (Session 8-9-10)

Fred Wolff spent nineteen of his twenty-four years in education as a classroom teacher, working with students in grades 5-12. For five years, he worked as a district curriculum coordinator. Most recently, he wrote and co-produced the hour long PBS aired documentary Telling Their Stories, a compelling examination of Holocaust survivors living in his home state of New Hampshire.

Target Audience: All / Language Arts

As we gain awareness and competence in developing a Traits-based approach to writing instruction and assessment, we are constantly looking for lesson ideas to teach the Traits to our students. How can I TEACH my students to write strong leads? How can I TEACH the notion of strong details and focus to my students? In this session, we will explore numerous lessons for teaching the Traits to students in various grade levels. Teachers will leave with a number of lesson ideas that can be implemented in classrooms upon return to their classrooms.

TEACHING CONVENTIONS AND MAKING IT STICK (Session 6-7)

Stephanie Parsons is a graduate of Yale and Columbia University’s Teachers College. In the last dozen years she has been a teacher, a staff developer, a consultant, and a coach. She currently works with teachers across the country and at home in Brooklyn, New York.

Target Audience: K-5 / Language Arts

We teach children the rules of spelling, grammar, and punctuation. We see that they can follow these rules in isolation. When it’s time to write independently, many of these conventions seem to disappear from children’s memory! This session will outline ways to transfer our teaching of conventions into children’s independent writing.
In Alphabetical Order:

- **ABACUS: THE ORIGINAL CALCULATOR**
  
  *Daniel Browne*, Grade 5 teacher at the American International School of Budapest  
  **Target Audience:** Grade 3-5

  Do you have students who find the concept of place value murky? Do you have students who do not line up decimals when calculating? Have you noticed that while some students use traditional methods to calculate, they show little understanding of what is actually going on in the process?

  If only students had a concrete model to use that would effectively help them build understanding of these concepts and realize what is happening in their operations!

  In this hands-on workshop you will learn to make abaci with your students using readily-obtainable materials. You will learn to add, subtract, multiply and divide with it, and see, maybe for the first time yourself, why we do what we do in math!

- **A-B-C-D ACTIVITIES OF BUSY CEESA “DRAMA-RIANS”**
  
  *Elena Sentevska*, Lower School Learning Support Specialist at the International School of Belgrade  
  **Target Audience:** Grade 3-6 / Drama

  Younger and older, gifted and talented and students with learning difficulties, boys and girls – the majority of these learners have at least one thing in common – they love drama. This workshop will provide participants with a repertoire of activities that they can use to nurture the love of the spoken word in their students. When people refer to drama, they tend to think of prepared scripts that the actors need to memorize and perform. However, the drama related activities that will be presented during this workshop can be implemented in a variety of situations, and require only a minimal amount of teacher preparation time. The benefits of these activities are numerous: extending students’ creative thinking, expressive language skills and vocabulary. The students also enrich their social as well as reading fluency skills. Pantomime, voice and improvisational acting are just some of the items to enjoy. It is fun, easy and useful as A-B-C-D; therefore come and ‘taste’ the Activities for Busy CEESA ‘Drama-rians’

- **ADDING VALUE TO LIVES – BUILDING EFFECTIVE STUDENT LEADERS**
  
  *Donald Bales* is a longtime leader in athletic administration at the national level. He served on the NIAAA Board of Directors from 1996 to 1999, including a term as president. He currently serves as chairperson of the NIAAA Leadership Training State Coordinators, chairs the Leadership Training Institute “Quality Program Award” (athletic department assessment process), and co-chairs the LTI new course development. Bales served as the liaison of the Professional Development Committee to the NIAAA board. Bales is a certified Leadership Training Institute course instructor and has been on the Leadership Training Coordinating Committee since 1998.  
  **Target:** All / AC/ADs

  Every team has a culture. As mentors for our students we need to pay attention to what doesn’t happen as much as to what does happen. In this session, participants will have the opportunity to learn what can be implemented in their practices to mold student leaders through hard work, courage, commitment, and making the right choices even when those choices are difficult or unpopular.

- **A BAG OF TRICKS – INSTRUCTIONAL STRATEGIES TO INCREASE STUDENT PARTICIPATION AND ACHIEVEMENT**
  
  *Amy McLean and Kristin Moffitt*, 1st Grade teacher and SK teacher at American International  
  **Target Audience:** K-5

  A session of sharing and learning new ideas as to how to incorporate higher order thinking skills with brain compatible learning strategies. This session will be a mix of the presented ideas and audience sharing of ideas. All participants will leave with a bag of tricks to use in your classroom the next day!
BEYOND SHARING THE BOOK: USING PICTURE BOOKS AS MENTOR TEXTS TO ENGAGE STUDENTS IN EFFECTIVE READING AND WRITING  
Toni Buzzeo, is both an author and a lifelong educator. She holds a Masters degree in English (University of Michigan) and a Masters degree in Library and Information Science (University of Rhode Island). A former college and high school English teacher, Toni Buzzeo was a practicing Library Media Specialist for sixteen years and was named the 1999 Maine Library Media Specialist of the Year.  
Target Audience: K-6 / Library

Join children’s author and school librarian Toni Buzzeo as she reveals how using her picture books as mentor texts can extend beyond simple sharing to actively engage your students in analysis of the traits of writing she employs. You will learn to use her picture books, and those of other authors, to encourage effective student reading/writing techniques.

BEYOND THE SPELLER: BEST PRACTICES IN WORKING WITH WORDS  
Emily Stousland, Grade 4 teacher, Literacy Coordinator at the American International School of Zagreb
Target Audience: K-5 / Language Arts

Educators will discover the latest research on the developmental levels of spelling. How to assess students’ levels and plan instruction accordingly will be the focus. Strategies and ideas for supporting each child’s development and how to link word work to reading and writing will be brought to light.

COLLABORATING TO MEET STANDARDS: TEACHER/LIBRARIAN PARTNERSHIPS TO IMPROVE STUDENT ACHIEVEMENT  
Toni Buzzeo, is both an author and a lifelong educator. She holds a Masters degree in English (University of Michigan) and a Masters degree in Library and Information Science (University of Rhode Island). A former college and high school English teacher, Toni Buzzeo was a practicing Library Media Specialist for sixteen years and was named the 1999 Maine Library Media Specialist of the Year.  
Target Audience: K-12 / Library

Collaboration is the mandate of school librarians, although it is often challenging as our classroom colleagues face increased time pressures! Join Toni Buzzeo, school librarian and author of four collaboration books, as we examine the levels of instructional partnership and the next steps that will take you beyond your current practice into ever-more-successful collaborative practice while trouble-shooting and overcoming the collaboration roadblocks littering your path.

CONNECTING TO TOK  
Geoffrey Thomas, TOK teacher and 12th grade team leader at the International School of Budapest
Target Audience: Grade 9-12

This presentation will show you how TOK (Theory of Knowledge) connects to your class and how you can connect your class to TOK. TOK is meant to help students perform at a higher level in their courses and the presentation will suggest how that can happen. Almost all high school courses, and IB courses in particular, have TOK elements.  
This presentation will help you identify these elements and make connections to TOK. The presentation will also give you a better idea of what TOK is and you will have an opportunity to participate in some TOK activities The goal of the presentation is to be both stimulating and fun.

DIFFERENTIATING INSTRUCTION USING MASTERY LEARNING PRACTICES  
Elizabeth Pokorny, Resource Coordinator at QSI International School of Bratislava, Slovakia
Target Audience: Grade 6-9

The focus of this presentation is to explore differentiated instructional strategies for students, ages 11-14, in the regular classroom. Mastery Learning provides the curriculum foundation while Differentiated Instruction is the strategic framework. The combination of these educational approaches leads to academic success in the mainstream classroom.
EDUCATE, ENGAGE AND EMPOWER YOUR STUDENTS WITH YEARBOOK (Session 4)

Tuija Wallgren, Area representative and Associate at Jostens Inc. As a yearbook adviser, Tuija has experience as a yearbook adviser parent, board member and administrator in an IB school. Tuija’s background enables her to present the educational potential and challenges of a yearbook production from several different perspectives.

Target Audience: Grade 6 - 12

Through Yearbook you can enhance school spirit, saving the memories of the school year. Yearbook can even be used as a marketing tool, highlighting the special features of your school. However, the most important value of a good yearbook production lies in its educational aspects.

Yearbook is a trans-disciplinary project, combining creative writing, technology, arts and economics. It also teaches teamwork skills, emphasizing responsibility and commitment. For IB schools it offers excellent CAS opportunities.

This presentation is based on the different skills you can teach through Yearbook in an international school setting.

EFFECTIVE STRATEGIES FOR OVERSEAS U.S. TEACHER TAXPAYERS (Session 1)

Jonathan Levy, Financial Planner at Integrated Benefits

Target Audience: All

This workshop explains favorable tax strategies for overseas U.S. Teachers. There are several benefits to teaching and living overseas. Your position in relation to U.S. tax laws is one of them. There are several tax strategies that can be employed to protect one’s income and invested assets more advantageously while living abroad. Reducing and eliminating taxes now and in the future are some of the objectives of this workshop. General topics of discussion will be preparation of your taxes for 2010, how to qualify for and fill out Form 2555 (the Foreign Earned Income Exclusion), Roth IRA’s and why you may or may not be able to contribute to one, 403b rollovers and Roth conversions, elimination of taxes of ongoing investment gains, etc.

ENERGIZING STRATEGIES FOR ENGAGED LEARNING (Part I-Session 1 / Part II-Session 6)

Using Movement, Rhythm, and Creative Play to Facilitate Classroom Learning

Tim Burns is an educator and author whose background includes over thirty years of experience as high school teacher, counselor, First Offender Program facilitator, adolescent and family drug-treatment program director, university instructor, and professional development specialist.

Target Audience: All

All new learning results as a consequence of a sequence of events taking place in the brain, beginning with the arousal of what is referred to as the “attentional networks.” In other words, a well-integrated neural system for bringing about focused attention is a key to learning.

This workshop will explore the three attentional systems and how they can be engaged more. These three dynamic processes both organize the brain throughout childhood and the teen years and ready the brain for new learning. In addition, Tim will explain the movements that can help to reorganize the brain of children who, these days, tend to move and play less often, which can lead to problems in focus, concentration, and learning. This engaging, enjoyable and informative workshop covers theory and research and -- most importantly to educators -- things that can be used the very next day in the classroom.

Some of the Engaging Topics and Tools:

• How Movement Organizes the Brain During Childhood Development
• At Every Age: Movements That Promote Learning-Readiness
• Rhythm: The Science of Brain Biorhythms and Ultradian Peak Performance
• Using Rhythm to Promote Engaged Learning
• P.A.C.E: Movements That Increase Focus and Calm
• Qi Gong and Martial Mindfulness: Ancient Practices to Restore Balance and Well-Being
• How Play Facilitates Learning at Every Stage of Development
• Using Humor and Laughter to Promote Learning and Healing
• Creative Processes to Spark the Imagination and Problem Solving
ENGAGING SCIENCE EXPERIMENTS: CHANGES IN MATTER  
Kathleen Rutherford, teacher at the Katonah-Lewisboro Public Schools  
Target Audience: Grade 4-8 / Science

Teaching science to elementary and middle school students offers ample opportunities for helping them develop their critical and creative thinking capacities. This session provides an approach to teaching key science concepts through simple yet elegant hands-on experiments that can be done in the classroom with everyday materials. The session will be interactive, inquiry-based, and collaborative—like the experiments themselves. Participants can expect to take away practical teaching strategies that engage students in active, authentic learning. Each participant will receive a packet of suggested experiments that includes a list of materials and resources.

EVALUATION: A DIFFERENTIATED APPROACH  
Elsa Lamb, AAIE Executive Director  
Target Audience: All

Using Charlotte Danielson’s teaching frameworks and levels of professional practice, this session will focus on an approach that has been successfully used in three different international schools. It is one that gives teachers a choice in how they are evaluated by offering them four different appraisal options. These options, which will be presented in detail, include instructional supervision, collaborative professional assessment, administrative monitoring, and portfolio assessment.

EXPANDING HORIZONS – BLENDED LEARNING FOR THE INTERNATIONAL SCHOOL  
Darby Carr, Head of School, K12 International Academy

What are the best practices when it comes to integrating a high-quality online program in your school? The blended approach combines the best of online and face-to-face learning. This workshop will engage school leaders in a discussion on how they can get the most out of the technologies they currently have in their schools, explore new instructional models and curriculum implementation, address the challenges of providing a robust and rigorous catalog of high school courses, help students to develop the 21st century skills necessary for life after graduation and as a result directly impact student learning, engagement and satisfaction with the overall school program. Teaching strategies will be demonstrated utilizing the world-class K12 curriculum. Student perspectives will be included while we share the promises of this exciting opportunity for partnership and expansion of your international school program.

FICTION FORWARD  
Tricia Friedman, teacher of the Secondary School English Department of the Pechersk School International  
Target Audience: Grade 8-12

Tricia Friedman’s workshop “Fiction Forward,” is an interactive experience for educators looking to teach their high school students to become more internationally minded, and aware of media through their Literature class. Tricia will take teachers through the student experience of:

a) Learning the important role storytelling plays in our community  
b) Discovering the use of current events as creative catalysts  
c) Analyzing news for bias and motivation  
d) Drafting a short story intended to make the reader think about an important global event

This workshop is also an exercise in collaborative skill sets. In the exploration of global issues selected, teachers will work together to extrapolate themes, characters, conflicts, and ideas, which will be used for their final ‘Fiction Forward’ work. ‘Students’ will reflect on media issues and note the importance of being open minded about how our ‘news’ comes to us.

A FINANCIAL PLAN FOR YOUR FUTURE  
Jonathan Levy and Justin Reinking, Financial Planners at Integrated Benefits  
Target Audience: All

Jon and Justin will provide a framework of the financial planning process to allow the participants to establish a process for financial independence. They will give an overview of the financial planning process to include considerations of insurance, investments, tax planning and estate planning, as well as providing the questions needed to be asked and answered to prepare one for a secure financial future.
FOSTERING INDEPENDENCE IN LOWER PRIMARY SCHOOL STUDENTS  
Matthew Kallenberg, Kindergarten Teacher at the International School of Stavanger  
Target Audience: K-2

Independence can be fostered in the youngest primary school students. Empowering students with skills and knowledge to be more independent in the classroom leads to a variety of benefits in everyday classroom life. This session for K-2 teachers will offer strategies to help students become more independent in the classroom, allowing them to work effectively independently, whether alone or in groups. Participants will have an opportunity to share their own success and challenges in their attempts to foster independence.

GET SOME DRAMA IN YOUR LIFE  
Jim Anderson, Elementary School Principal at the Anglo-American School of Sofia  
Target Audience: K-5 / Drama

Non-scripted role-play in an elementary setting is often overlooked in the current educational climate and yet it is a valuable creative tool. Engaging children in this type of drama will help develop children’s creative writing skills and metacognitive processes. It also supports the development of social skills and self esteem while helping build crucial cross-curricular connections vital to achieving the educational standards we set for our children. Participants will be involved in a practical, non-threatening workshop and come away with a series of classroom tested lessons and structures they could easily adapt K-5.

GETTING BETTER AT CONFERRING WITH READERS AND WRITERS  
Stephanie Parsons is a graduate of Yale and Columbia University’s Teachers College. In the last dozen years she has been a teacher, a staff developer, a consultant, and a coach. She currently works with teachers across the country and at home in Brooklyn, New York.  
Target Audience: K-5 / Language Arts

Conferring is probably the hardest part of teaching within Independent Reading and Writing Workshops. This workshop will outline some of the most common mishaps and offer strategies for avoiding them. Participants will learn possible structures for conferences, note-taking strategies, and ways to get the most meaningful instruction out of a short period of time.

GOOGLE IS NOT JUST A VERB  
Dr. Barrie Jo Price is professor of Computer and Applied Technology, Institute for Interactive Technology, College of Human and Environmental Sciences, The University of Alabama. In collaboration with Dr. Anna McFadden, she directs a graduate specialization in interactive technology and consults with the Medical School.  
Dr. Anna McFadden in her role as a professor at various universities, most recently The University of Alabama in the Institute for Interactive Technology, has worked with many international educators, particularly directors, engaged in graduate studies. Her current teaching and research activities at the Institute for Interactive Technology include computer-mediated communications and management of mobile technologies.  
Target Audience: All / Technology

This presentation will review various GOOGLE-based tools such as GOOGLE SITES, GOOGLE DOCS, GOOGLE WAVE and other emerging variations on the GOOGLE theme. These will be reviewed in terms of teacher applications and teaching/learning uses. For example, GOOGLE SITES as an electronic portfolio for teachers (eport) will be demonstrated and tutorials included.

HOW TO MAKE BIOGRAPHIES COME TO LIFE  
Kevin Fayarchuk is a Grade 3 teacher at the American International School of Budapest  
Target Audience: Grade 3-6

The workshop will go through the process of creating a biography booklet that students choose, researching someone significant from their home country. They will use “Kidspiration” to compile their researched information and apply it to a “Pages” template. The biography will include summarizing significant areas of the person’s life, geography, and students will have the opportunity to develop comprehension questions for other readers. This will be part of a Biography project where students can present their biography to other students and possibly local students.
HOW TO THINK LIKE LEONARDO DA VINCI  

Robert DiYanni, Senior Lecturer and Adjunct Professor at New York University  
Target Audience: Grade 6-12

Leonardo is famous for being a “Renaissance man”, skilled across a range of disciplines. Artist, scientist, inventor, engineer, and more, Leonardo epitomizes the whole-minded thinker who employs both critical and creative, imaginative and analytical thinking strategies. Based on a chapter in the presenter’s new book on critical and creative thinking, this session explores 7 thinking habits Leonardo employed, which teachers and students can emulate, regardless of teaching area and grade level. This collaborative and interactive workshop will engage participants in activities to improve their own thinking and the thinking capacities of their students.

IMPROVING STUDENT LEARNING WITH STANDARDS AND ASSESSMENTS  

Thomas Guskey, PhD, is professor of educational psychology in the College of Education at the University of Kentucky.  
Target Audience: All

Performance assessments make a real difference for students only when they are used as part of the instructional process at the classroom level. This presentation focuses on a variety of ways to set clear learning goals, gather useful information, use that information to guide improvements in student learning, and document learning progress in the context of modern classrooms. Participants learn how to use classroom assessments as effective learning tools, how to integrate performance assessments with more traditional testing and evaluation methods, how to align assessment procedures with important learning goals, and how these procedures will allow them to better meet the needs of diverse learners.

INTEGRATING ARTS INTO THE CURRICULUM  

Ana Maria Cruz and Susie Drake, UE Visual Arts teacher and UE High School Drama/Dance teacher at the American International School of Budapest  
Target Audience: Grade 1-5 / Arts

Through the presentation of video and image documentation Ana Maria will analyze with the participants and provide the space for an open discussion regarding the creative and educative power of using the arts to integrate and support core teaching.

INTEGRATING TECHNOLOGY ACROSS THE CURRICULUM  

Karl Gray, Elementary Technology Integration Specialist at the American International School of Budapest  
Target Audience: Grade 1-6 / Technology

Over the past few years, there has been a major push in education to integrate technology across the curriculum. This session highlights some of the ways in which technology has been used to enhance student learning in the elementary school at AIS Budapest in the core subject areas as well as specialist areas such as music, art and drama. Participants will see examples of projects done by students in the elementary school, although many of the ideas could be transferrable to higher age groups. The examples include movies, slideshows, podcasts, digital presentations, music soundtracks and student created websites.

THE INTERNATIONAL BACCALAUREATE MEETS SERVICE LEARNING: INTEGRATION FROM PYO TO CAS  

Target Audience: All / Service Learning

Join the discussion and share ideas about how service learning is being integrated into the IB Diploma and CAS programs, and models for reaching all the way to PYP and MYP. Consider how a range of curriculum and student initiative will be enhanced by the implementation of this research-based teaching methodology. Meet with other educators and an international expert and author on service learning to participate in a lively exchange.
IT'S ABOUT BALANCE: STRESS-HARDINESS, RESILIENCE AND WELL-BEING FOR TEACHERS (AND STUDENTS, TOO!)  

Tim Burns is an educator and author whose background includes over thirty years of experience as high school teacher, counselor, First Offender Program facilitator, adolescent and family drug-treatment program director, university instructor, and professional development specialist.  

Target Audience: All  

Are you finding it harder to keep up with the increasing challenges of being an educator? Or life in general? Feeling more stress and not quite sure how to keep or get things back into balance? In truth, most of us -- and our students -- are these days. And while there are no simplistic answers, this workshop will certainly help bring your life and career back into more healthful and enjoyable balance. As an added bonus, there are many practical things that you can pass along to your family and students as well.  

The good news is this: small changes, specifically applied, have been shown to produce positive results in stress reduction, health improvement, and enhanced overall well being. From a synthesis of research in fields such as stress management, human resiliency, wellness, martial arts, exercise physiology, psychoneuroimmunology, the brain sciences, neuro-feedback, positive psychology, and more, come key principles and useful techniques that can definitely help in bringing about a calmer, more energized, and balanced approach to living and learning.  

Offered to educators, counselors, and care-providers in over a dozen countries, this workshop addresses theory, recent research and -- most importantly -- practical and effective tools with which to make it applicable. You'll benefit in both your personal life and in the professional setting, learn many techniques for immediate use, and have a truly memorable time in the process.

LANGUAGE ACTIVITIES FOR THE RELUCTANT AND (NOT SO RELUCTANT) LANGUAGE LEARNERS  

Ania Prawdzik, MS Spanish and HS French teacher at the American International School of Budapest  

Target Audience: Grade 4-12 / World Language  

This interactive workshop is meant for all language teachers who wish to spice up their beginner, intermediate and advanced world language lessons and get their MS and HS students really excited about learning the target language. All activities are effective, fairly simple to organize and set up, and require only minimal material. They provide not only a great opportunity for students to enhance their grammar or vocabulary skills, but also provide their teacher with a great way of assessing them both formally and informally at the same time. Since Ania teaches French and Spanish, she will use these two languages in her examples, but all activities are transferrable to other languages. You will get to try out some of those activities during the workshop, so get ready to play!

MAKING EVALUATION (ALMOST) STRESS FREE – FOR TEACHERS  

Dr. Alan E. Leis served for six years as Superintendent of Naperville Community Unit School District 203, a pre-K-12 suburban school system of 18,500 students just west of Chicago. Since retiring, Alan has done national and international consulting, largely around evaluation systems for school personnel. He coaches superintendents and principals, and he frequently leads searches for principals and superintendents across the United States  

Target Audience: All Teachers  

This workshop is designed to help teachers better understand how to navigate the evaluation process successfully. The supervisory/observation process is not designed to be a “gotcha,” but sometimes can feel that way. Learn how administrators approach the process and what you can do as a teacher to help provide them with the data that best represents what is special about you and your students.
MAKE YOUR POWER POINT LECTURES LIVE – WITHOUT YOU THERE  

Dr. Barrie Jo Price is professor of Computer and Applied Technology, Institute for Interactive Technology, College of Human and Environmental Sciences, The University of Alabama. In collaboration with Dr. Anna McFadden, she directs a graduate specialization in interactive technology and consults with the Medical School.

Dr. Anna McFadden in her role as a professor at various universities, most recently The University of Alabama in the Institute for Interactive Technology, has worked with many international educators, particularly directors, engaged in graduate studies. Her current teaching and research activities at the Institute for Interactive Technology include computer-mediated communications and management of mobile technologies.

Target Audience: All / Technology

This workshop requires:

- Camtasia (www.Techsmith.com) (30 day free trial version)
- A headset microphone (boom microphone)
- An existing Power Point brought to the workshop by the teacher

Prior to attending the workshop, the laptop user will download Camtasia’s 30 day free version from the Internet and install it. During the workshop, the presenters will demonstrate how to use Camtasia to easily combine the audio (lecture – your voice) with your existing Power Point presentation to make a comprehensive multimedia product you can use over and over with students; it can even become a homework assignment, meaning that they see/hear your lecture BEFORE coming to class. Or they can go over it again and again, even with tutors. You will learn how to upload your multimedia product to the Internet using a free location.

MAKING YOUR WORK LIFE HAPPIER AND MORE PRODUCTIVE  

Dr. Alan E. Leis served for six years as Superintendent of Naperville Community Unit School District 203, a pre-K-12 suburban school system of 18,500 students just west of Chicago. Since retiring, Alan has done national and international consulting, largely around evaluation systems for school personnel. He coaches superintendents and principals, and he frequently leads searches for principals and superintendents across the United States.

Target Audience: All Administrators & Teachers

Being happy and productive in your school is all about “fit.” This session will provide participants with a five-step plan to improve their work life: assessing where you are right now, re-finding your personal mission/vision, using your strengths more effectively, setting realistic goals for self-improvement, and finding creative ways to make your school a happier place for you and everyone else. Strategies discussed will also be helpful in assessing the work environment at the next place you may want to work.

MAPPING THE WORLD BY HEART  

David J. Smith has 26 years of experience in the classroom, teaching Geography, History, and English, and 15 years experience as a consultant and presenter to schools and associations around the world. David lives in Vancouver, BC, and among other things is CEESA’s web and email manager.

Target Audience: All

This acclaimed geography curriculum helps you de-mystify the subject. Not only will your students learn physical and political geography, but as a final activity they will create a complete world map from memory. This workshop describes, and provides a selection of material from, the curriculum, there is a sampling of exercises, and a thorough description of methodology. This workshop would also be useful for teachers who wish to incorporate more world-minded materials and methods into their existing programs; the content covers many dimensions of Geography Education today, providing exposure to and experience with a large range of ideas and practices.

MENTAL MAGIC: OUR BODY SPEAKS  

MENTAL MAGIC: WHY THE MENTAL GAME  

Ken Wertz, is a teacher and motivational speaker at Fremont High School  

Target Audience: Grade 6 – 12

This program is designed for your team. Hall of Fame Coach Ken Wertz is a performance enhancement coach. By assessing your strengths and weaknesses, he will identify the factors necessary for your teams to achieve your highest potential. Coach Wertz will present two sessions, “Why the Mental Game” and “Our Body Speaks.” Coach Wertz will add a little bit of magic, humor and assessments to take your team to a new level.
A NEW LOOK AT THE IB LEARNER PROFILE

Luiz Mello, DP Biology and MYP Science teacher at the International School of Belgrade

Target Audience: Grade 6-12 / IB

The Learner Profile is a powerful aspect of the IB philosophy of teaching the whole child. In this session, participants will encounter an innovative, visual method for reflecting and reporting on the IBLP and using it for data-driven interventions within schools, grade-levels and/or with individual students. This method’s many implications for educational planning in IB schools will be discussed, including planning advisory and CAS activities, lesson planning, report cards and much more.

OUTSIDE THE LINES AND BEYOND THE SCOREBOARD

Donald Bales is a longtime leader in athletic administration at the national level. He served on the NIAAA Board of Directors from 1996 to 1999, including a term as president. He currently serves as chairperson of the NIAAA Leadership Training State Coordinators, chairs the Leadership Training Institute “Quality Program Award”(athletic department assessment process), and co-chairs the LTI new course development. Bales served as the liaison of the Professional Development Committee to the NIAAA board. Bales is a certified Leadership Training Institute course instructor and has been on the Leadership Training Coordinating Committee since 1998.

Target: All / AC/ADs

Success - a magical word, indeed, but exactly what is it? Does success mean achievement, or fame, or power, or wealth? Is it a target to aim at? If you don't know where you are headed with clearly defined success, your team is going to struggle. Great programs see their destination. They see the "Big Picture." There are traits, which many successful programs seem to share. Identifying some of these is what this session is all about.

PEER MEDIATION – STUDENT HELPING STUDENTS

Art Evidon, teacher and Social Skill Support at the International School of Latvia

Target Audience: Grade 5-12

Peer mediation programs train and support students to help other students in conflict to resolve their differences in flexible and non-violent ways. During the training, students learn and apply conflict resolution practices and social, emotional and civic skills. This student helping student curriculum is organized around five themes: understanding conflict, effective communication, understanding and handling anger, and peer mediation which includes a process that students apply when mediating. The curriculum trains mediators at the elementary, middle school and high school levels.

Participants in the workshop will be introduced to the program through lecture as well as role-play in simulated mediation sessions to give them a better idea of how the process of mediation works and feels. In addition to student training, participants will gain information on how to implement and run the program from encouraging staff interest to implementation, management and evaluation.

Kids helping kids fosters a caring, responsible and supportive learning environment.

PERSONALIZING LEARNING: 10 STRATEGIES THAT AWAKEN THE GIANT BRAIN

Dr. Elizabeth Haddon, Director of Student Services at the American International School of Zagreb

Target Audience: All

As educators, we are often so in love with our content we despair when some, most, or all of our students find it less than fascinating. We function under the (mis)conception that content should engage our students. Personalized learning puts students before content. Personalized learning starts from the premise that what students learn should matter to them, should be useful and relevant in their lives. Today we will help each other learn ways to engage our students’ magnificent brains.
READER'S THEATER IN THE CLASSROOM AND LIBRARY: PATHWAY TO INCREASED FLUENCY AND COMPREHENSION (Session 6)

Toni Buzzeo is both an author and a lifelong educator. She holds a Masters degree in English (University of Michigan) and a Masters degree in Library and Information Science (University of Rhode Island). A former college and high school English teacher, Toni Buzzeo was a practicing Library Media Specialist for sixteen years and was named the 1999 Maine Library Media Specialist of the Year.

Target Audience: K-6 / Library

Research reveals that Reader's Theater is the single most useful practice for improving student fluency even as it increases comprehension of text. Join Toni Buzzeo, author of two books on Reader's Theater to learn both methods for and benefits of Reader's Theater. Return to the classroom or library prepared to introduce Reader's Theater into your teaching practice.

REMEDIATING DYSLEXIA: THE WILSON LANGUAGE PROGRAM (Session 1)

Vivian Huizinga M. Sc., Educational Psychologist, Learning Support at the Istanbul International Community School

Target Audience: All / Language Arts

Rated one of the top methods for helping children with decoding difficulties, the Wilson Language Program, developed from the Orton-Gillingham approach contains all of the researched requirements for a solid program that includes; automaticity, total word structure, literature, repetition, encoding, decoding, syllabic segmentation, is systematic, direct, visual, auditory, tactile, and includes the levels of intensity and relentlessness needed for students with reading weaknesses. A demonstration of the 10 steps involved will be useful not only for individual work with students but can be modified for use in the classroom. Useful ideas for all levels of readers including adults.

SCHOOL COMMUNICATIONS IN THE AGE OF SOCIAL MEDIA: A NEW SUPERINTENDENT BENDS THE CULTURE (Session 7)

Dr. Patrick K. Murphy, Superintendent at Arlington Public Schools (Virginia)

Target: School & Board Leaders

In the age of social media and media saturation, how does a new school leader reach out to old and new constituencies alike to create relationships that will aid the instructional goals of the district? And when unanticipated crises arise, how does a school or school system respond, using the media at its disposal? A new superintendent took office in Arlington on July 1, 2009, and was faced with dealing with a possible H1N1 pandemic, with an unprecedented three blizzards, and with a constituency that wanted more services at a time that funding cuts were required in response to the recent economic downturn.

The new superintendent dealt with the situation by combining important face-to-face communication and traditional engagement strategies with several innovations that have garnered several awards for the school district. He created a “Superintendent’s Entry Plan” to lay out the path he would follow, and reported frequently to the school board and community on progress on the plan; he moved the district’s media resources from traditional cable programs to shorter “You Tube”-like video programs that could be posted on the internet and emailed to constituencies weekly; he sent daily updates via email to parents and created a “Snow Learning Page” during the blizzards of 2010 to allow parents to have “online conversations” via email and the Web and to help them cope with extended school closings and to share their ideas on ways to support student instruction from home; and he set a new standard for constituent responses. The result has been a high level of community satisfaction and an approval rate of 77% on the November 2010 bond referendum.

SECOND STEP: SOCIAL EMOTIONAL COMPETENCY (Learning Empathy, Emotion Management, Problem Solving) (Session 6)

Art Evidon, teacher and Social Skill Support at the International School of Latvia

Target Audience: PK-8

SECOND STEP is a social skill acquisition program that integrates social and emotional learning with academics. Kids from preschool through grade 8 learn and practice important social skills, such as empathy, emotion management, problem solving and communication.

The SECOND STEP program is researched-based. Educators using the program report reductions in discipline referrals, improvement in their school climate, heightened feelings of inclusiveness and respect, improved academic achievement and an increase in the sense of confidence and responsibility in their students. The program includes teacher-friendly lessons, training for educators, and parent-education tools.

After presentation of the above information, participants will have the opportunity to interact with the materials in small grade level groups. The workshop will conclude with information and suggestions concerning program implementation.

March 10, 2011
SERVICE LEARNING IN INTERNATIONAL SCHOOLS: PRESENTING THE CEESA PROJECT (Session 9)
Target Audience: Grade 9-12 / Service Learning

We did it! Produced a CD-Rom that breaks down how service learning can work in a variety of schools with a range of conditions. We collected stories and insights from a range of educators around the globe. We have different models on how to set up professional development, how to reconfigure fundraisers, and how to develop coordination and leadership within schools. Organizations contributed resources galore. Come find out how to use this exceptional publication, a companion to The Complete Guide to Service Learning, and advance service learning within your school culture.

SERVICE LEARNING THAT WORKS (Session 6)
Ligita Stawarz and Tony Gerlicz, Service Learning/Community Liaison Coordinator and Director of the American School of Warsaw
Target Audience: All / Service Learning

Why Service Learning? How Service Learning? Since the school’s inception in 1953, it has had a commitment to service. This commitment has evolved into service learning. This workshop will focus on service learning at the School, past, present and future; what has worked well and what have we learned. During this workshop the presenters will document the history of service learning at ASW, highlight the best current practices used in the school, and introduce the challenges teachers face in implementing service learning in their classrooms. This workshop will discuss a PK – 12 institutional vision of S-L, including moving CAS toward more of a service learning model. The presenters will inform about actual service learning projects in the school and devote time to building a cohort of CEESA schools interested in developing the practice further.

SIMCEO: DYNAMIC SIMULATIONS AND AUTHENTIC ASSESSMENTS (Session 9)
Derek Luebbe, HS Principal at the American International School of Budapest
Target Audience: Grade 4-12

With technological advances, collaborative simulations have tremendous potential for changing the nature of learning our students experience. Yet, challenges exist. This session will be an interactive session in which participants will share and walk away with examples and ideas applicable for the classroom.

The session will consist of:
• a brief explanation and list of criteria defining a) Project Based Learning b) Challenge Based Learning, and c) Authentic Assessment
• briefly sharing a few simulations which come close to meeting these criteria
  o a) content based simulations: Jason Science and simCEO
  o b) open-ended simulations: Farmville and World of Warcraft
• briefly sharing the benefits of using simulations in the classroom and the potential barriers/solutions that these same simulations pose in terms of assessment practices
• collectively sharing other effective simulations that session participants have used
• a collective discussion about the potential for and challenges with developing simulations for use in classrooms

SING, WRITE AND LEARN: SONGWRITING, NATURE, SCIENCE AND MORE (Session 4)
John Farrell is a singer, songwriter, author, and peace educator. He is the founder of “Bridges of Peace and Hope,” an international program to promote understanding through writing, music and the arts.
Target Audience: K-8

This participatory session presents songs, methods and activities that will allow teachers and students to write and perform their own songs about science, nature or any topic. Activities will be provided and modeled showing you how to bring music, writing and science together. Material presented will include several songs from John’s just released CD “All Around Us,” and his new book “Stargazer’s Alphabet.”
A SKILLS INVENTORY: PLAY TO YOUR POTENTIAL  
**Nikolay Hersey**, Health & Science teacher at the American International School of Vienna  
**Target Audience:** Gr 8-12

Participants will be introduced to a skills inventory mechanism that involves self-assessment, interaction with peers and a database of skills and interests all wrapped up in a game of cards.

This workshop has been used for many years with people from many walks of life who are looking to embark upon or change careers that are suited to their skills and interests. They have been used by prospective college students to help them map out a path of studies, which is most likely to lead them toward their dream job upon leaving college. They have been used in secondary schools through college counseling departments to help students narrow down their options before starting the time and funds-consuming process of college and financial aid applications. They have been used in preparation for the annual Career Day organized by many International Schools for their secondary students. They have even been used *(by the workshop facilitator)* as a self-reflection mechanism for 8th graders in a health course, which focuses on personal growth within changing family and peer relationships.

SONGS AND STORIES: LITERATURE OF THE HEART  
**John Farrell** is a singer, songwriter, author, and peace educator. He is the founder of “Bridges of Peace and Hope”, an international program to promote understanding through writing, music and the arts.  
**Target Audience:** K-8

Be prepared to laugh, sing, reflect, and experience how words, writing and music can connect us all. John guides you on a thought-provoking journey into literacy, learning, and matters of the heart. He will share songs and stories from his CD's, books, and fifteen plus years of visiting schools and singing with students, teachers and families around the world.

STRUCTURED ESSAY WRITING FOR MIDDLE SCHOOL AND BEYOND  
**Kim Alman**, Middle School language arts teacher at the Kyiv International School  
**Target Audience:** Grade 2-8 / Language Arts

Participants will practice the effective application of Murry’s model for a “4-Square” prewriting graphic organizer, in order to encourage fluent, cohesive and organized essays at the middle school level. They will also learn strategies that will give English Language Learners a structure to “build” essays upon, thereby reducing ESSAY anxiety! Participants will also learn how to use the structured essay template across the curriculum, to enhance vocabulary and as a method for note taking.

STRUCTURED WRITING FOR ELEMENTARY SCHOOL  
**Stacy Stone**, 3rd grade classroom teacher at the Kyiv International School  
**Target Audience:** Grade 1-5 / Language Arts

According to Donald Murry’s model, students should spend 85% of their time in the prewriting stage of the writing process. Participants will learn how to use the 4 square graphic organizer as a prewriting tool. They will learn how to use it to help students understand the structure of a sentence, paragraph, and to improve composition writing. The participant will leave the session with a variety of strategies that can immediately be used in the classroom.

THE TEACHERS SPEAK: SERVICE LEARNING AS AN EFFECTIVE PROCESS  
**Amy McLean**, 1st Grade Teacher at the American International School of Zagreb  
**Ligita Stawarz**, Service Learning/Community Liaison Coordinator at the American School of Warsaw  
**Target Audience:** All / Service Learning

Here they are – teachers who have taken the leap into service learning with examples that are real and revealing. Let’s look at the process, the engagement, the questions, the realities, the assessment, the impact within the school and community. Bring your ideas and have time for real feedback from experts in the field. Also, hear how these schools are building teacher leaders and creating sustainable partnerships with local schools and organizations.
TEACHING POETRY
Sandie Bartel, Senior High English teacher at the American International School of Bucharest
Target Audience: Grade 9-12

Taking two poems, one from Seamus Heaney and one from W.B. Yeats, the session will be used to model the format of a lesson. It will comprise:
- Understanding the literal sense of the poems
- Exploring the sound of the poems: i.e. playing around with different readings and readers’ theatre
- Structure: remarking on the obvious visual clues, and how they add to understanding
- Making notes on imagery and diction. Is there a motif?
- Arriving at a thesis
- Shaping the IB commentary

TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS): AN EXCITING LANGUAGE LEARNING METHOD!
Jeremy Willette, Middle School EAL/Spanish teacher and CEESA Rep at the American International School of Budapest
Target Audience: All / World Language – ESL

Come experience a communicative language method that is wonderful for bodily-kinesthetic and visual learners. Teaching Proficiency through Reading and Storytelling (TPRS) follows an approach to language acquisition by which students learn grammar and vocabulary much more naturally. Hear the theory behind TPRS, and see it put into practice (be prepared to have fun and be a little silly). No language experience necessary. Portuguese and Spanish will be used as an example, but the method can be applied to any language.

TEACHING WITH THE MIND IN MIND: ACTIVITIES AND STRATEGIES THAT MAKE A DIFFERENCE
Draginja Jeftic, teacher at the International School of Belgrade
Target Audience: Grade 1-8

Teachers can considerably influence the environment within their classrooms by becoming aware of the key factors involved in meeting the demands of the contemporary, twenty-first century classroom. A change in education is occurring: the application of the results of research in multidisciplinary fields including methodology, pedagogy, psycholinguistics, sociolinguistics, the affective domain and neuroscience, has brought about a new era in education. Information gained from areas such as brain research and information technology can be effectively utilized by teachers in the classroom; teachers are able to acquire ore in-depth and useful knowledge about effective and appropriate teaching practices and strategies.

THE TIME IS NOW FOR SERVICE LEARNING: REAL, RELEVANT, ENGAGING
Tony Gerlicz, Director of the American School of Warsaw
Target Audience: All / Service Learning

Community service or service learning? Which will advance your academic program while strengthening skills students need to thrive in the 21st century? This interactive session introduces you to the process of service learning from two angles: an overview of a cross-curricular approach to service learning as a highly engaging teaching method, and a case study that shows how service learning weaves throughout the American School of Warsaw. Bring your questions. Discover possibilities and practical ideas you can implement.

TOOLS AND TECHNIQUES FOR ADMINISTRATORS
Dr. Alan E. Leis served for six years as Superintendent of Naperville Community Unit School District 203, a pre-K-12 suburban school system of 18,500 students just west of Chicago. Since retiring, Alan has done national and international consulting, largely around evaluation systems for school personnel. He coaches superintendents and principals, and he frequently leads searches for principals and superintendents across the United States
Target Audience: All / administrators

There is nothing that is more important to your school than great teachers. This workshop will focus on selecting, mentoring, and coaching strategies to help you help your teachers be more effective. In addition, you will receive strategies and ideas on ways how to best manage your time, in order to get the fairest and best possible perspective on how your teachers are helping students learn.
TRAVEL PRICES AND PROBLEMS  

Robert Goodrich, Director of Passport Executive Travel  

Target Audience: Administrators & Business managers  

Travel comprises an ever-increasing budget item for schools, companies, and individual travelers like consultants and vendors. This is a non-promotional, informational session that deals with major budget and service matters and familiarizes the audience with the ins and outs of the airline pricing, economic models, and operational systems to maximize your purchasing power and to receive the best value for your money. Topics include discounting, split ticketing, dummy returns, code shares, wholesale tickets, mileage accounts, and airline fees. Much valuable, practical information. A little knowledge (for you) is a dangerous thing (for the airlines).

UNDERSTANDING MORPHOLOGY: HAVE YOU EVER WONDERED WHY “LOVE” IS NOT SPELT “LUV”?  

Using Inquiry Based Learning To Understand Word Structure  

Lyn Anderson & Shelley Dyer, Grade 2 teachers at the Anglo-American School of Sofia, Bulgaria  

Target Audience: K-3  

In this workshop, the presenters aim to give you a ‘snapshot’ of some ‘inquiry led’ activities, to guide and support young learners in developing a deep understanding of ‘how’ and ‘why’ words are spelt the way they are. This approach models and encourages the use of in-depth investigations, through hypothesizing, problem solving and good questioning skills. Participants will come away with several classroom-based word investigations and activities. You will be introduced to some effective learning tools and strategies, which are adaptable to all levels. This workshop is also connected to the workshop ‘Understanding Phonology’.

UNDERSTANDING PHONOLOGY: DID YOU KNOW THERE ARE 4 DIFFERENT WAYS TO WRITE THE PHONEME // IN WRITING? Using Inquiry Based Learning To Guide And Support Young Learners To Make Informed Choices When Spelling.  

Lyn Anderson & Shelley Dyer, Grade 2 teachers at the Anglo-American School of Sofia, Bulgaria  

Target Audience: K-3  

In this workshop the presenters aim to give you a ‘snapshot’ of some inquiry led activities to guide and support learners in developing a deeper understanding of how to spell words with greater accuracy. This approach models and encourages the use of in depth investigations, problem solving and good questioning skills. Participants will come away with several classroom based phonology investigations and activities. You will be introduced to some effective learning tools and strategies which are adaptable at all levels. This workshop is also connected to the workshop ‘Understanding Morphology’.

USING CREATIVE WRITING TECHNIQUES IN ELL AND ENGLISH CLASSES  

Laima Vince Sruoginis, English teacher, grades 9 – 12 at the American International School of Vilnius  

Target Audience: Grade 9-12 / ESL-Language Arts  

This workshop is designed to present a gamut of exercises and techniques that can be applied to teaching creative writing and academic writing both to ELL students and to native speakers of English. Participants will participate in several writing exercises that can be used successfully to 1) encourage creativity in writing; 2) foster skills in grammar and stylistics; 3) develop voice when writing in English. They will learn how to conduct a writing workshop and participate in a writing workshop.  

At the American International School of Vilnius students in grades 7 through 11 drafted, workshopped, edited, and produced an anthology of student writing that was professionally put together and is a genuinely good read. Laima will talk about how English teachers can create their own student writing anthologies, encouraging even reluctant writers to participate. She will talk about the process of putting together student writing anthologies and how student anthologies help to bolster student self-confidence.
**USING DRAMA AND READER’S THEATRE IN THE CLASSROOM**  
*Joseph Herr, Grade 1 teacher at the Anglo-American School of Sofia*  
*Target Audience: K-3 – Drama*

The session will talk about how to use drama and reader’s theater effectively in an elementary classroom. Joseph will talk about:

1. How to get reader’s theater plays ready
2. How to assign parts and work on reading fluency
3. How to get students involved in choosing books they want to present
4. How to manage students with reading for expression
5. How to manage more than one reader’s theater play
6. How to manage stage presence and presenting plays to audiences, or to peers

**USING SAMR TO INTEGRATE TECHNOLOGY**  
*Bill MacKenty, Director of Technology at the American School of Warsaw*  
*Target Audience: All / Technology*

How is your teaching different with technology? Are you using an interactive whiteboard the same way you used a normal whiteboard? How can we frame our use of technology to support a better kind of teaching? The American School of Warsaw is asking teachers to look at their technology through the lens of the SAMR model, and in so doing to make a difference in how students learn.

We proceed from the assumption that technology makes an improvement in student learning. But isn’t it a bit silly to teach the same way we did without technology and expect different results?

Participants will be exposed to the SAMR model, be given practical examples of the same, and will hear how the American School of Warsaw is encouraging and supporting teachers to incorporate the SAMR model into our practice.

**WHERE IS THE LEARNING IN SERVICE? CONNECTING THINKING AND ACTION BEYOND CLASSROOM**  
*Laura Ferent, Global Village Manager at Habitat for Humanity International Europe and Central Asia*  
*Target Audience: All*

This interactive workshop will share practical ideas with educators for raising awareness and debate around poverty and international development in the school curriculum. The aim is to help students understand the main issues, their relevance in their lives and empower them to bring change through their attitudes and actions. The workshop will expose participants to the poverty picture around the world and focus hands-on activities and lesson plans for elementary, middle and high school learners.

Objectives:

- To share some of the challenges of poverty housing via an overview of HFH and sharing the resources in the educational pack
- To introduce the teachers to SL resources and activities that can stimulate thinking and learning pertaining to the topics of poverty
- To equip teachers with practical activities for their classes that could be incorporated in lesson plans

**WHO IN THE WORLD IS THE “CYBERBULLY”?”**  
*Dr. Daphne P. Hobson and Dr. Jill Sperandino, Executive Director and Faculty at Lehigh University*  
*Target Audience: All*

Cyber bullying is a global phenomenon impacting our schools and our communities, and our children. This workshop explores the issues around cyber bullying and how schools and governments worldwide are handling the problem. The objective here is to understand the issues, know what preventive measures exist and decide upon the next steps to counter cyber bullying in your learning. This is an interactive session with a short PowerPoint presentation.
WHOSE NORM IS IT ANYWAY? NORM-REFERENCED AND CRITERION-REFERENCED ASSESSMENTS IN SECONDARY SCHOOLS (Session 6)

Arpita Tyagi, Secondary teacher, Subject Area Coordinator-Humanities at Tashkent International School

Target Audience: Grade 6-12

The session will take a closer look at criterion-referenced and norm-referenced assessments. Participants will consider various examples of each in order to judge the appropriateness in different contexts. Are the two forms of assessment mutually exclusive? Why are we leaning more towards criterion-referenced rather than norm-referenced assessments?

WORLD VIRTUAL SCHOOL PROJECT (Session 8)

Neven Soric, Technology System Coordinator at the American International School of Zagreb

Target Audience: Grade 6-12

The World Virtual School Project (WVS) is sponsored by the U.S. Department of State Office of Overseas Schools to assist participating schools and regions in terms of curriculum quality and continuity, opportunities for collaboration, progressive professional development, and resiliency in the face of natural or man-made emergencies. This unique project is premised on the assumptions that:

- schools value the integration of relevant and effective online resources for their varied learning communities;
- schools value working regionally to collaborate and to share perspectives and methodologies, and to consider and nurture best practices;
- schools value their integrity in the face of adversity, and seek cost-effective and reliable means of assuring continuity of operations.

WRITER’S WORKSHOP (Session 1)

Suzanne Herbert, teacher at the American International School of Budapest

Target Audience: Grade 1-9

Writer’s workshop encourages and supports writing across the curriculum. It is an approach that encourages confidence and fluency in the writing process. This workshop will be an introduction to ‘Writer’s Workshop’ including activities and ideas that can be used for individuals or whole class activities. If you are interested in the work of Ralph Fletcher and Vick Spandel this workshop will give you the opportunity to explore how this approach has worked across grade levels and age groups that have included teachers and parents.

YOU AND MINI-YOU: MANAGING YOUR WEB PRESENCE (Session 1)

Dr. Barrie Jo Price is professor of Computer and Applied Technology, Institute for Interactive Technology, College of Human and Environmental Sciences, The University of Alabama. In collaboration with Dr. Anna McFadden, she directs a graduate specialization in interactive technology and consults with the Medical School.

Dr. Anna McFadden in her role as a professor at various universities, most recently The University of Alabama in the Institute for Interactive Technology, has worked with many international educators, particularly directors, engaged in graduate studies. Her current teaching and research activities at the Institute for Interactive Technology include computer-mediated communications and management of mobile technologies.

Target Audience: All / Technology

This presentation will explain what is meant by ‘web presence’ and review what the components are, including LinkedIn, Twitter, Google Sites Eport, Professional Email and other social media tools. Teachers have used traditional methods for professional advancement (hiring fairs, resumes, etc) but even these can be augmented by the use of a ‘web presence’ that reflects the best side of the best teachers. Come to this session, learn how to manage these various social networking tools and leave with information on the tutorials that might be used to achieve the results you desire as part of your ‘virtual me’!
Don Bales

Don Bales, CMAA, is a longtime athletic director at Lowell (Indiana) High School; now in his 36th year in interscholastic athletics. Bales, who was a 1970 graduate of Hebron (Indiana) High School, graduated in 1974 from Indiana Central College (now the University of Indianapolis) with a degree in physical education, health and biology. In 1979, he earned a master's degree in secondary education at Indiana University Northwest.

A longtime leader in athletic administration at the national level, Bales served on the NIAAA Board of Directors from 1996 to 1999, including a term as president. He currently serves as chairperson of the NIAAA Leadership Training State Coordinators, chairs the Leadership Training Institute “Quality Program Award” (athletic department assessment process), and co-chairs the LTI new course development. Bales served as the liaison of the Professional Development Committee to the NIAAA board. Bales was selected to serve as the chair of the second “Five-Year NIAAA Strategic Plan.”

Bales is a certified Leadership Training Institute course instructor and has been on the Leadership Training Coordinating Committee since 1998. He became a Certified Athletic Administrator in 1995 and received his Certified Master Athletic Administrator designation in 2000. Among his honors, Bales was recognized with the NIAAA State Award of Merit in 1997 and was an NFHS Citation Award winner in 1999. Additionally, he was selected as the “National Athletic Director of the Year” in 2004. He was the 2008 recipient of the Award of Merit presented by the NIAAA. Bales is a lifetime member of the NIAAA.

About the National Interscholastic Athletic Administrators Association (NIAAA)

The NIAAA is the largest national organization for high school athletic administrators with more than 6,000 individual members. The NIAAA consists of athletic director organizations in the 50 states plus the District of Columbia and provides an efficient system for exchange of ideas between the National Federation of State High School Associations (NFHS) and state athletic administrators organizations as well as individual athletic administrators. The NIAAA, located in Indianapolis, Indiana, strives to preserve the educational nature of interscholastic athletics and the place of these programs in the curricula of schools. The NIAAA is a full and equal partner with the NFHS. For more information, visit the NIAAA Web site at www.niaaa.org.

Susan Baum

Susan Baum, Ph.D. is co-director of the International Center for Talent Development, Director of Professional Development at Bridges Academy, a school for twice exceptional students, and academic coordinator for SUNY Buffalo State College Masters Program for International Educators. She is the 2010 recipient of the Life Time Achievement Award granted by the Weinfeld Group, for her contributions to the field of the education of twice exceptional learners.

Professor Emeritus from The College of New Rochelle, Susan is widely published in the areas of twice exceptional students, primary-aged gifted students, and social and emotional factors affecting gifted students. Her books include Creativity 1, 2, 3; Chi Square, Pie Charts and Me; To Be Gifted and Learning Disabled: Strategies for Helping Bright Students with LD, ADHD, and More; Multiple Intelligences in the Elementary Classroom: A Teachers Toolkit; and Staying In Stepp: Nurturing the Social and Emotional Needs of Gifted Adolescents.

Her consulting takes her to exotic and not so exotic places around the world. From Zurich to Zimbabwe to Zagreb; from Colombia to Haiti to Nicaragua; from Prague to Helsinki to Estonia; from Malaysia to Shanghai to Eritrea; and from Ouagadougou to Tegucigalpa to Cochabamba and Puerto Vallarta, you can find her spreading the word about twice exceptional students, talent development, differentiation, and stress management for adolescents.

Susan served on the Board of Directors of the National Association for Gifted Students and is the past president and founder of the Association for the Education of Gifted Underachieving Students (AEGUS). Susan is a member of the Executive Board of the Lang School for twice exceptional students and serves on the advisory boards of 2e Newsletter and Smart Kids with Learning Disabilities.
Cathryn Berger Kaye

Cathryn Berger Kaye, a former classroom teacher, is president of CBK Associates -- International Education Consultants. She is known for program development, and highly engaging workshops and keynote addresses that both inspire and promote student engagement. She has extensive experience with international schools as well as other K-12 settings, and with university faculty and youth serving organizations -- in the United States and across the globe. Cathryn weaves critical education issues into her work in addition to service learning including engaging teaching methods, student leadership, literacy, and respectful and safe school communities, all toward creating a dynamic classroom experience for students and teachers. Cathryn is the author of The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action Second Edition (Free Spirit Publishing, 2010), an interactive workbook series Service Learning for Kids: How to Take Action with four titles completed. Her latest book Going Blue: A Kid’s Guide to Saving Our Oceans, Lakes, Rivers & Wetlands authored with Philippe Cousteau and EarthEcho International has been acclaimed by reviewers (Free Spirit Publishing, 2010). Visit her Web site at www.abcdbooks.org and contact her in Los Angeles at cbkaye@aol.com for additional information and to inquire about visits and distance learning opportunities.

Special Note! Cathryn has partnered with CEESA to create a CD-ROM all about being successful with Service Learning in International Schools; this is a supplement to her book The Complete Guide to Service Learning. The product will be presented at this year’s conference --- a wealth of information and resources inspired by her work with CEESA and featuring many CEESA schools.

Tim Burns

Tim Burns is an educator and author whose background includes over thirty years of experience as high school teacher, counselor, First Offender Program facilitator, adolescent and family drug-treatment program director, university instructor, and professional development specialist. He taught for four years as a member of the Alcohol and Drug Abuse Studies Institute faculty at the University of New Mexico, while serving as program director at St. Vincent Hospital Family Recovery Center in Santa Fe, New Mexico. Since 1986, he has taught graduate and undergraduate courses for the Division of Extended Studies, Adams State College, Alamosa, Colorado.

Over the years, Tim has provided professional development workshops and given presentations to approximately three thousand schools, agencies, and organizations throughout the United States, Canada, New Zealand, Australia, Thailand and Egypt. In the coming year he will be working with educators in Zambia, Senegal, Bahrain, Mexico, Singapore, and Estonia.

Tim is the author of three books: Anatomy of a Crisis: The Effects of Alcohol and Other Drugs on the Brain; Our Children, Our Future; and From Risk to Resiliency. In addition, he has written several popular resource manuals and curricula, the most recent of which is Brain Gain/Brain Drain: Teaching Students to Build a Better Brain.

Tim is an award-winning artist and provided the illustrations for the book, WorldWords, by Victor La Cerva, M.D. He holds a black-belt in Aikido, a modern Japanese martial art devoted to neutralizing aggression and redirecting conflict. He is the father of three talented, creative daughters, and the proud grandfather of two. He and his wife, Linda, make their home in beautiful Santa Fe, New Mexico USA. For more information about Tim’s professional work and materials, please visit: www.TimBurnsEducare.com.

Toni Buzzeto

Both an author and a lifelong educator, Toni Buzzeto holds a Masters degree in English (University of Michigan) and a Masters degree in Library and Information Science (University of Rhode Island). A former college and high school English teacher, Toni Buzzeto was a practicing Library Media Specialist for sixteen years and was named the 1999 Maine Library Media Specialist of the Year.

Ms. Buzzeto writes many things including children's books, professional books, and many professional articles. She has written eighteen picture books for young readers, 12 published and 6 forthcoming, most recently No T. Rex in the Library (Simon and Schuster 2010) and Adventure Girl Goes to Kindergarten (Dial, 2010). She has also published eleven professional books, including two on Reader's Theater and five on the subject of collaboration. Ms. Buzzeto is a frequent keynote and workshop speaker at international, national, state, and regional library, teaching, and reading conferences. She is also a frequent visiting author in schools. Read more about Toni Buzzeto on her website at www.tonibuzzeto.com

March 10, 2011
Thomas Guskey

Thomas Guskey, Ph.D., is professor of educational psychology in the College of Education at the University of Kentucky. A graduate of the University of Chicago, he served as director of research and development for Chicago Public Schools and was the first director of the Center for the Improvement of Teaching and Learning, a national research center. Dr. Guskey is the author/editor of numerous books and book chapters, articles, and professional papers on educational measurement, evaluation, assessment, and grading. His work has been honored by numerous organizations, and he has been featured on the National Public Radio programs Talk of the Nation and Morning Edition.

Margaret Gilhooley

Margaret Blaiotta Gilhooley, the supervisor of Gifted Services for Arlington Public Schools, Arlington, Virginia, earned her BA in American Literature and her MAT in secondary education from Manhattanville College; her endorsement coursework in gifted education and K-12 educational leadership is from the University of Virginia. Margaret's career in public education spans three states and a variety of positions including secondary English teacher, teacher mentor, writing specialist, and assistant principal. For 14 years, her career has focused on the education of gifted students. She presently sits on the Boards of the Northern Virginia Council of Gifted/Talented Educators, the Virginia Association of the Gifted, and the Library of Congress Teaching with Primary Sources Northern Virginia Partnership. She has held a variety of leadership positions in gifted organizations, most recently as a past Vice President of the Virginia Consortium on the Education of the Gifted.

Margaret has been distinguished for her commitment to education as a NVCG/TE Outstanding Teacher of the Gifted, as an Educational Policy Fellow with the Institute for Educational Leadership, and in October 2009 was recognized as the Virginia Gifted Leader of the Year. She has made numerous presentations about differentiation and appropriate programming for gifted students at conferences such as the National Association for the Gifted and for school personnel at the International School of Curacao and Falls Church City Public Schools.

Margaret's present work in the Arlington Public Schools includes the supervision of 25 resource teachers of the gifted, oversight and development of curriculum and instruction for gifted students, the professional development of classroom teachers in appropriate differentiation to meet the needs of K-12 learners, and a seat on the leadership team of the APS Department of Instruction.

Alan Leis

Dr. Alan E. Leis served for six years as Superintendent of Naperville Community Unit School District 203, a pre-K-12 suburban school system of 18,500 students just west of Chicago. Prior to moving to Naperville, Alan served as the Deputy Superintendent and Assistant Superintendent for Human Resources in Fairfax County Schools (VA).

Since retiring, Alan has done national and international consulting, largely around evaluation systems for school personnel. He coaches superintendents and principals, and he frequently leads searches for principals and superintendents across the United States. Alan has worked with a variety of international schools -- in Central America, Africa, Europe, and the Mediterranean region (MAIS). In May 2010 he led a successful personnel evaluation workshop for CEESA directors. In the current school year he is working with the American International School of Budapest and with Leipzig International School on personnel evaluation issues.
Anna McFadden

Anna C. McFadden, Ph.D., began her international experience in 1980 as a consultant and visiting professor and partner in emTech Consulting. She has worked with schools in EARCOS, NESA, Tri-Association, ECIS, AASSA, MAIS and other organizations. In addition, in her role as a professor at various universities, most recently The University of Alabama in the Institute for Interactive Technology, she has worked with many international educators, particularly directors, engaged in graduate studies. Her current teaching and research activities at the Institute for Interactive Technology include computer-mediated communications and management of mobile technologies.

Dr. McFadden recently authored a chapter on RSS and Podcasting in the Handbook of Research in Computer-mediated Communications. She and her partners conduct technology workshops for schools interested in engaged learning and enriched assessments using technology. She also consults in technology planning and basic skills for school technology managers. She has authored several books and articles as well as having presented national and international papers. She has served as a consultant to The Office of Overseas Schools, U.S. Department of State as well as The National Association of Elementary School Principals. Other consultancies have included Pratt-Whitney Engines, TWA, JB Hunt Trucking, Wal-Mart, U.S. Army Arsenals, J.B. Lippincott Company Publishers, and Compass Banks.

Dr. McFadden has been jointly nominated with Dr. Barrie Jo Price for the 2010 Blackmon-Moody Outstanding Professor Award, University of Alabama; this is the first time a team has been nominated for this important honor at UA, recognizing the importance of the role of collaboration in today's world. Dr. McFadden can be reached at http://www.emTech.net amcfadde@emTech.net and her Twitter is DrBamaMac. SKYPE: amcfadde Her University institute is at iit.ches.ua.edu in The College of Human Environmental Sciences.

Hank Nicols

Henry J. (Hank) Nicols, is a former high school Social Studies teacher, Military Police Officer, Police Officer, Hostage Negotiator, Police Chief, hospital director. Hank is an adjunct professor for Buffalo State, SUNY, in their International Graduate Program For Educators. He travels and consults extensively for international schools around the world. His workshops focus on differentiated instruction, emotional intelligence, stress and time management, communications, and violence intervention. Hank has presented across the United States and around the world.

Hank has done considerable research on social and emotional issues. Hank is an Eagle Scout and has been a Scoutmaster / Committee Member of BSA troop 1254 since 1978. He currently serves as the Otshodela Council President. He enjoys hiking, backpacking, canoeing, mountain climbing and presenting programs around the world. He has climbed in the Rockies, the Pacific Northwest, the Andes and in the Alps. His favorite mountains are the Matterhorn in Switzerland and Mt. Rainier, Washington, USA. Hank completed a six month sabbatical from March – September 2006 solo hiking 2,174.9 miles from Georgia to Maine on the Appalachian Trail in the eastern United States.

Hank is a founder and director of the Henry Nicols Foundation, a not for profit AIDS education & support group named for his son Henry who had hemophilia. Hank has published a memoir of the life of his son Henry. The book is available on Amazon.com titled Henry For President.

Stephanie Parsons

Stephanie Parsons is a graduate of Yale and Columbia University’s Teachers College, and in the last dozen years has been a teacher, a staff developer, a consultant, and a coach. She currently works with teachers across the country and at home in Brooklyn, New York

Stephanie is the author of First Grade Readers (2010), Second Grade Writers (2007) First Grade Writers (2005), all from Heinemann, and a coauthor of Units of Study for Primary Writing (Heinemann-firstHand, 2003).
Barrie Jo Price

Dr. Price has consulted with the U.S. Department of State, Office of Overseas Schools, educational organizations and other non-profit groups worldwide since 1979. She is a former Board Member for The Association for the Advancement of International Education (AAIE). She served seven years on the Advisory Council for the George Lucas Education Foundation and continues to serve that group as a speaker. She also served as a board member for the National Board for Professional Teaching Standards.

She has been a consultant to the National Association of Elementary School Principals, The MAIS PLACE, 100 People Foundation, and various companies & agencies, including managing content for Newslinks for International Schools Services, Princeton, and America Reads Online Book Reports, U.S. Department of Education. Dr. Price writes a regular column for a variety of publications in education, business and technology. She is also a reviewer for three professional journals and technology editor for a professional organization’s journal.

Her international awards include being selected for the Paul G. Orr Award for Service to Schools in Colombia, Mexico, Central America and the Caribbean (2008), The Hall of Fame for The Association for the Advancement of International Schools (2008), and The MAIS Sword of Excellence (Mediterranean Region), 2005.

Dr. Price is professor of Computer and Applied Technology, Institute for Interactive Technology (http://iit.ches.ua.edu), College of Human and Environmental Sciences, The University of Alabama. She is also a founding partner of emTech Consulting (1980), www.emTech.net. In collaboration with Dr. Anna McFadden, she directs a graduate specialization in interactive technology and consults with the Medical School.

Fran Prolman

Fran Prolman is an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development. She is known for her depth of knowledge coupled with high energy and practical application of content. Dr Prolman incorporates a variety of training approaches: small group discussion, video tape analysis, demonstrations and dynamic interchange through her work. Fran earned her doctorate in teacher training and international education from George Washington University and a master’s degree in educational administration and curriculum and instruction from the University of Pennsylvania. She has been a two-time Fulbright Scholar in both India and Israel, and has presented numerous papers and workshops nationally and internationally.

Fran brings 30 years of educational experience as a teacher, staff developer, administrator, graduate level university instructor and published author. Much of her time is spent in multifaceted work with school systems throughout the United States focusing on teacher training methodology and administrative supervision and evaluation skills. She facilitates leadership retreats for teachers and administrators, delivers system-wide keynote speeches and workshops, and coaches administrators in the building of professional learning communities, instructional supervision, evaluation systems and the change process. Fran also facilitates workshops for teachers focusing on differentiated instruction, formative and summative assessment, classroom application of instructional strategies that enhance student achievement, critical thinking and curriculum design for a standards-based classroom.

Dr. Prolman is an independent consultant in Great Falls, VA, a Senior Consultant with Research for Better Teaching, and Vice President for Training for the Center for Arts in Basic Curriculum.

David Smith

David J. Smith has 26 years of experience in the classroom, teaching Geography, History, and English, and 15 years experience as a consultant and presenter to schools and associations around the world.

The US Department of Education honored him in 1992 with their "Breaking the Mold" Award for his geography curriculum, "Mapping the World By Heart", now published by Scholastic, and in its 8th edition. He is author of “If The World Were A Village”, which was published in 2002, and has now sold close to a million copies worldwide, in 23 languages including Braille. “If America Were A Village” was published in Summer, 2009. His new book, “This Child Every Child”, a picture book for children about the rights of children, will be published early in 2011; it has already received a strong endorsement from UNICEF.

David lives in Vancouver, BC, and among other things is CEESA’s web and email manager.
Lesley Stagg

With a teaching career spanning thirty five years, Lesley Stagg has taught from primary aged children to university students, has trained aspiring principals, run an educational consultancy practice and accredited schools for the Council of International Schools for many years before becoming an accreditation officer. She has been head of schools in England, Portugal, the United States, Colombia, Switzerland and the UAE, and has overseen several new school building projects. Lesley has degrees from London and Sussex Universities, a doctorate from the USA and is a Fellow of the College of Preceptors. Her home is in Switzerland, where she loves long walks with her dogs!

Fred Wolff

Fred Wolff spent nineteen of his twenty-four years in education as a classroom teacher, working with students in grades 5-12. For five years, he worked as a district curriculum coordinator. In 1994, Fred was honored with a Distinguished Teacher Award by the White House Commission on Presidential Scholars. In 1997, he was awarded a Fulbright to study education in Japan.

Along with Tom Newkirk, English professor at the University of New Hampshire, Fred founded the University’s Student Writers’ Academy, which provides an intensive, week-long summer writing program for students entering grades 6-10.


He has trained teachers across the United States and in over a dozen different countries on four continents on the Six Traits of writing.
CEESA is fortunate to have the continued support of various companies. Please take time to visit the exhibitors and see what they have to offer. Their commitment helps to make this conference possible.

★ ADC Blackfire Entertainment s.r.o.
★ CES Holdings Ltd.
★ The College Board
★ Endicott College
★ Follett International
★ The Haut-Lac International Centre
★ Insurance Services International (ISI)
★ JBI International Insurance Brokers Ltd
★ K12
★ McGraw-Hill Education
★ Pearson Education
★ RenWeb School Management Software
★ SCI Group Ltd
★ Teledata Technology Solutions
★ TTS Group Ltd
★ Buffalo State, SUNY
★ Clements International
★ Creative Outdoor Designs Inc.
★ Finalsite
★ Habitat for Humanity
★ Integrated Benefits
★ International Schools Services (ISS)
★ Jostens
★ LeHigh University, College of Education, Office of Internal Programs
★ Paxton International
★ Rediker Software Inc.
★ Scholastic International
★ Space Camp Turkey
★ TieCare International
SPECIAL THANKS!

The Office of Overseas Schools, headed by Dr. Keith Miller, with Dr. David Cramer, our Regional Education Officer, are given huge and heartfelt thanks for all the support they give CEESA throughout the year and particularly for their sponsorship of Margaret Gilhooley's institute. A/OS provides a sizeable grant each year that goes into this conference and allows us to keep our registration fees at a low level. It is because of their support and generosity that we can put together such an outstanding program at an affordable price.

To Ray Holiday-Bersegeay, the director of our host school, for graciously accepting the challenge of hosting the conference, our thanks and appreciation. Special thanks also go to Tami Canale, for doing a particularly outstanding job as the on-site consultant. She made many great recommendations for this year's events which was a huge help in making this conference particularly "user friendly" and will result in a unique and enjoyable time here in Budapest. The following support team from AISB is also thanked for their help; Stacy Molnár, Colleen Browne, Coralie Clark, Delinka Fabiny, Sandy Kish, Piroska Nagy, Laurie Luebbe, Maribeth Relano, Theresa Rekawek, Sarah Ducharme, Vickie Swann, Jean Farrell, Shirley Greenhough, Ania Prawdzik, Larry Birmelin. We also thank the AISB business office and Istvan Horvath for his help with the exhibitors' shipment and Zoltan Karaszy, AISB Business Manager.

Very sincere thanks are given to Roger Hove and International Schools Services for sponsoring Friday's keynote address speaker, Tom Guskey. Their support with shipping the exhibitors' materials and sponsorships over the years has been the backbone of our conference.

Carolyn Brunner and Buffalo State University are thanked for their generous sponsorship of Susan Baum and Hank Nicols' institute. Do not forget that Buffalo State offers graduate credits for attending the conference. Come to the CEESA desk for details.

Sincere thanks go Howie Kravitz and ISI, for sponsoring Tim Burn's Saturday's keynote address. Their support of CEESA is most appreciated.

Special thanks goes out, once again, to Howie Kravitz and the entire Insurance Services International staff for sponsoring the City Tour that is an annual favorite at the conference.

Special thanks also go to Jon Levy and Justin Reinking of Integrated Benefits for their sponsorship of the conference bags. This year we continue to be "green" and are using jute bags, which is thought to be the environmentally responsible choice and one you can use for shopping in the future. Integrated Benefits' long-standing support is always appreciated.

In our efforts to be "green" we are giving out memory sticks with the conference program and handouts and making the printed program optional. We would like to thank Rick Gray and TIECare for sponsoring the memory sticks.

We give special thanks to Daphne Hobson and Lehigh University, for sponsoring Friday morning's coffee break. Daphne's support is always appreciated.

As always, the exhibitors are at the center of the conference physically and emotionally. We set aside special times to visit them, so please take the opportunity to see all the exhibitors and their latest offerings, it will be worth the effort.

Last, but certainly not least, thanks go to you for attending this year’s conference. It is hoped you have a rewarding weekend and go home refreshed and with new ideas to use in your school! Enjoy!
Master’s Degree in Multidisciplinary Studies--An affordable and flexible degree designed for internationally-minded educators

- American/International Schools host the degree program on site
- Host school staff collaborate with Buffalo State staff to design a degree program that aligns with the professional development initiatives of the school and the goals of individuals in the program
- Courses apply across grade levels and curricula creating an opportunity to study with a diverse group of colleagues
- World-class instructors with extensive experience teaching international school educators
- Courses can be delivered on site, electronically, or through a combined approach of on-site/on-line depending on the course as well as the needs of the school

Over 1000 enrollees in more than 35 schools and a proud history of several hundred graduates over the last decade

Buffalo State, SUNY also provides the option of graduate credit for professional development offered at American/International Schools.

For more information:
International Graduate Programs for Educators
intlearning@buffalostate.edu or www.buffalostate.edu/ilsc
Websites That Speak Your Language

Your school community is international; shouldn’t your website reflect that?

finalsite provides hand-crafted websites to schools in 40 countries worldwide. From software features for multi-language communities to support and sales staff located across the world, finalsite has the tools and people you need to transform your school’s site and engage your community.

Contact us today for a demonstration or quote, finalsite.com/demo. Your finalsite is within reach.

ISH’s experience with finalsite in the development and deployment of our new website was exceptional. Throughout the entire process and continuing forward the support provided is well worth the cost.

Dr. Allen Hughes
Head of School
International School of Helsinki
Advance YOUR Teaching Career

Advanced IB Studies
English as a Second Language

Elementary Education
Learning Support

- Licensure and Graduate Degree Programs
- Online and Intensive Summer Courses
- In-State Tuition Rates
- Serving International Teachers for 20 Years

703-993-2794
fastrain@gmu.edu
http://fasttrain.gmu.edu

GEORGE MASON UNIVERSITY
FAST TRAIN Programs
WHERE INNOVATION IS TRADITION

March 10, 2011
A Sincere Thank You
for the continued confidence you have placed in us.

At ISI, providing you with exceptional service and support is very important to us.

As always, if you have any questions regarding your program, a claim, or just want to say hello, feel free to contact us.
We Open Minds and Doors.

Since 1955, ISS has cultivated an educational community united across time zones and cultures by a common set of values; meeting and welcoming global differences with an open, tempered and reflective mind.

We advance the quality of education worldwide by delivering comprehensive services and innovative solutions for learning communities.

Our professional expertise spans the full educational spectrum, from starting and managing schools, to supplying and staffing and helping with business office and foundation management. We currently manage fourteen international schools in ten countries, and do business with over 300 international schools.

Princeton, NJ | (609)452-0990 | www.iss.edu
QUALITY GRADUATE PROGRAMS
ONLINE & ONSITE FOR EDUCATORS WORLDWIDE

Challenging and Rewarding Degree Programs

POST-BACCALAUREATE CERTIFICATE PROGRAMS:
- International Counseling
- Special Education
- TESOL
- Teacher
- Leadership

GRADUATE PROGRAMS:
- Ed.D. in Educational Leadership
- M.Ed. in Educational Leadership
- M.Ed. in Globalization and Educational Change
- M.Ed. in International Counseling

SUMMER INSTITUTES ~ JUNE & JULY 2011

Educational Leadership ~ Globalization and Educational Change ~ International Counseling

For additional information contact:
Dr. Daphne P. Hobson
Lehigh University, College of Education
Office of International Programs
111 Research Drive, B308
Bethlehem, Pennsylvania 18015-4794

Phone 610-758-5737
Fax 610-758-6223
Email intcoe@lehigh.edu

www.lehigh.edu/ibl
email: intcoe@lehigh.edu
Phone: 610.758.5737
Fax: 610.758.6223
Tired of riding the insurance roller coaster?

Does your health insurance provider promise rate guarantees for two years, only to come back after the first year and say, "Whoops, we really can’t do what we said we could do"?

If so, it’s time to move your business to TieCare International.

For 30 years TieCare has been the leading employee benefits provider for international schools. Our long history and experience in this unique market allows us to properly and accurately evaluate risk to establish insurance premiums that will be consistent and predictable on a year-to-year basis.

More than 100 schools around the world trust TieCare with their health, life and disability insurance needs. With a worldwide service team located in every region, TieCare provides unparalleled attention and responsiveness to the special needs of international educators.

Give your stomach — and your budget — a much-needed break. Contact your TieCare representative today.

Africa/Middle East
Rick Gray
Regional Vice President
Rick.Gray@gbg.com

Asia
Linda Roberts
Regional Vice President
Linda.Roberts@gbg.com

Central Eastern Europe
Thomas Sauer
Regional Vice President
Thomas.Sauer@gbg.com

China
Amanda Baez
Regional Vice President
Amanda.Baez@gbg.com

Latin America
John Byers
Regional Vice President
John.Byers@gbg.com

TieCare International is the educational division of Global Benefits Group.

info@tiecare.com    gb.com
International School Catalogue 2010/2011

To view our e-catalogue visit our website www.tts-shopping.com

For a traditional catalogue contact TTS Group Ltd:
Tel: +44 1623 726822  Fax: +44 800 137525  export@tts-group.co.uk or stephen.williams@tts-group.co.uk